



Sped 346 01W 21400 online section
COURSE SYLLABUS: spring 2020

INSTRUCTOR INFORMATION

Instructor: William G. Masten, PhD, Associate Professor
 Office Location: Henderson 209, TAMUC campus, Commerce, TX 75429
 Office Hours: 2:00 pm to 4:30 pm Tuesday & Thursday.
 Office fax 903 886-5510, Department phone 903-886-5940, Office phone 903-886-5940

University Email Address: william.masten@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48 hours.

Interaction with Instructor: Please contact me with problems or questions via your University Myleo email. All emails should include student's first and last name (as it appears on the class roster. If you use another name I will not know who is writing), course name, and brief description of the reason for contact. All email should receive a response Monday through Friday within 48 hours. After 48 hours, if you have not received a response, then assume your email or my response to you did not go through please try again.

Greetings I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the syllabus to know the class content, Quizzes, Discussions, Essays and course requirements. I will be responding to questions sent to my email (william.masten@tamuc.edu).

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required Sped 346: Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2019). Exceptional learners: An introduction to special education, 14th Edition, Boston: Pearson. ISBN-13: 9780134806372 Some used books are available https://www.google.com/search?q=ISBN-13%3A+9780134806372&rlz=1C1QJDA_enUS728US728&og=ISBN-13%3A+9780134806372&ags=chrome..6915769158.2434104&sourceid=chrome&ie=UTF-8

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15. Learners with Special Gifts and Talents



Software required PCMS Word© & PowerPoint.

Course Description

This course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's development. Professional roles of the special education team members as well as the policies and regulations applicable to special education programs in general will be covered.

Assignments that are graded

There are 3 types of assignments that will be graded, Discussions, Quizzes and Assignments Essays.

Required assignment: All Discussions, Essays and tests are required to be completed in D2L. Read chapters 1 to 15; as well as all the PowerPoints; there are 3 Assignment Essays, 15 Discussions and 2 Quizzes. Check the syllabus for due dates. All Discussions and Essays must be posted to D2L, sending it in an email message is not acceptable.

Notice: Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

Important Announcement

All Quizzes in this course are online, and timed. If you are a "slow reader" or have other problems taking timed tests; there is assistance on campus. You may contact: Office of Student Disability Resources and Services
Or call Trio at 903-886-5833

Or the Community Counseling & Psychology Clinic (903) 886-5660

Or the Texas A&M University-Commerce Counseling Center, Student Services Building, Room 204, Phone: 903-886-5145.

Almost every semester, I hear from students who paid attention to what other students said in regard to important elements of courses, example course test dates, assignments, etc. This is a very bad idea! Last semester one student paid attention when another student told her a "test was not open". However, this was not true, the test was open. Following **this wrong information** was costly to her.

As SPED 346 is an introduction to exceptional children, it is not expected that students will be proficient in all objectives. It is expected, however, that at the conclusion of this course, each student will be able to demonstrate a limited understanding of each course objective.

Student Learning Outcomes & Competencies

Following completion of this course, the student is expected to be able to

SLO#	Student Learning Outcome	TExES Competencies	
#1A	Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	#001	Understand and apply knowledge of the characteristics and needs of students with disabilities
# 1B	Describe characteristics, needs and evidence based interventions of students served in each service category.		
# 2	Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).	#004	Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology (AT)
#3	Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.	#010	Understand the philosophical, historical, and legal foundations of special education,

# 4	Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.	#012	Know how to communicate and collaborate effectively in a variety of professional settings.

STUDENT LEARNING OUTCOME MATRIX
STUDENT LEARNING OUTCOME GRADING & EVALUATION MATRIX

Student Learning Outcome	Misunderstood Minds	Discussions & Essays	Film & Family	Quizzes
	# 1A Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	X	X	X
# 1B Describe characteristics, needs and evidence based interventions of students served in each service category.	X	X	X	X
# 2 Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).		X	X	X
# 3 Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.		X		X
# 4 Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.	X	X	X	X
QEP Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.		X		X

1. Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

2. Learning Objectives Student Learning Outcomes

1. Understand and apply knowledge of the characteristics and needs of students with disabilities,
2. Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology,
3. Understand the philosophical, historical, and legal foundations of special education, and

What are the *Minimal Technical Skills Needed*?

Includes using the learning management system (D2L), using Microsoft Word, PsycINFO and PowerPoint.

Instructional Methods

Course structure: Readings, Tests, Discussions, Essays, PowerPoints

Delivery modalities: readings, course structure, & PowerPoints.

Getting Started: How to find this course.

- A. Go to the university web site, (<https://www.tamuc.edu/>). Click on the box My Leo at the bottom of the screen (<https://leo.tamuc.edu/>). Log in to the MyLeo Portal
- B. Click on "APPS"
- C. Find the App called "MyLeo Online (D2L Brightspace)" and click on it
- D. Scroll down to the middle of the page to find the My Courses widget.

Types of learning activities: readings, Discussions, Essays, questions in the study guide.

Assessments: Quiz, learning tutorials, Essays, Discussions.

Student Responsibilities or Tips for Success in the Course

All students should regularly log into the course website; amount of weekly study is 10 hours per week and participation time for Discussions is 1 hours per week.

Assumptions Related to Successful Completion of this Course:

1. You have access to a computer with a reliable internet connection. There are a number of computer labs on campus. If your connection is not reliable, you are encouraged to use Universities computers. Losing the internet will interfere with taking the tests, slow you and cause frustration.
2. Ability to use "MS Word" word processing, PowerPoint, PsycINFO, knowledge of the library to find journal articles.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. All assignments must be posted to D2L, sending assignments via email is not acceptable.
6. Memorize all the answers to the study guide questions.

These Q & A are listed as questions students present:

- A. Q. I do not have a computer and I did not know a computer was required for the course! Where should I go? A. Use the computers in the library.
- B. Q. I am not accustomed to writing Essays. Can you prepare an alternative task for me? A. Unfortunately, No.
- C. Q. I am working 40 hours per week, taking 18 semester hours, and have three children. Can you reduce the course workload for my situation? A. Regrettably, No.
- D. Q. I just do not have the time to do all the requirements of the course. May I do less? A. Lamentably, No.
- E. Q. Can I take this course without reading the book or support materials? A. Regrettably, No.
- F. Q. You really do not expect me to read all the assignments, do you? A. Yes.
- G. Q. I do not like to read, may I avoid the readings? A. No, I do not see how.

The questions are taken from emails. Anything I do for one student, I must do for all students. If you are not able to meet the course requirements, you might drop this course.

Study Recommendations:

1. Study the syllabus, chapters, PowerPoints, Units, memorize the study guide answers and know the due dates.
2. Do not wait until the last minute to post your Discussions or Essays or to take a quiz. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence."

GRADING

Essays, Quizzes & Discussions

There are 15 Discussions, worth 10 points each for	150 points, 35% of grade
There are 3 Essays worth 25 points each for	75 points, 18% of grade
There are 2 Quizzes, worth 100 points each	<u>200</u> points, 47% of grade
	425 total points = 100%

Grading of Assignment Essays

If you write a complete Assignment Essays, you will be rewarded. If you have everything “down pat” from the book, documents, PowerPoints, videos, etc. you will gain a higher score on the Quizzes. Each time you post an Assignment Essays, copy and paste the question. In this way, everyone will know which question you are answering. Always save the Essays on your hard drive just in case you lose the Essay in D2L. Each one of the Assignment Essays has been designed to enhance your skills and abilities in various areas, which correspond, to the course objectives. I usually give comments on the Assignment Essays. All assignments must be posted, sending it in an email message is not acceptable. The references must contain journal articles from PsycINFO, plus the textbook if appropriate, Not Google, No dissertations, PowerPoint, websites, blogs, or thesis as references

Final grades in this course will be based on the following scale:

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Example essay with in text citations and references

Include with each essay

- | |
|--|
| <p>Checklist for essays (put x if present)</p> <p><input checked="" type="checkbox"/> Completed PsycINFO search related to topic</p> <p><input checked="" type="checkbox"/> Included 2 in text citations</p> <p><input checked="" type="checkbox"/> Essay has 2 references in APA style</p> <p><input checked="" type="checkbox"/> No use of Psychology Today, or Ladies Home Journal type popular magazines</p> <p><input checked="" type="checkbox"/> References are books or journal articles obtained from PsycINFO</p> <p><input checked="" type="checkbox"/> No use of websites, blogs, PowerPoint, Facebook, etc. as reference</p> <p><input checked="" type="checkbox"/> No direct quotes longer than three consecutive words</p> <p><input checked="" type="checkbox"/> Essay alone (minus references) = 200 words</p> <p><input checked="" type="checkbox"/> No misspelled words</p> |
|--|

Unit number __

Question: Measuring Depression with the Beck Depression Inventory
William G Masten

Measuring Depression with the Beck Depression Inventory

Depression is a mood disorder characterized by abnormal irritability or depression; loss of interest/pleasure; excessive changes in weight, sleep patterns, or physical activities; excessive fatigue, self-reproach, poor concentration, or morbid thoughts of death which are present for at least 2 consecutive weeks (American Psychiatric Association, 1994). A clinical interview using the DSM criteria of major depression is often used. However, because of the time required for a clinical interview, psychologists often use self-instruments such as the Beck Depression Inventory (BDI). Among the numerous self-report assessment instruments (for a review see Beckham & Leber, 1995; Gotlib & Hammen, 1992; Katz, Shaw, Vallis, & Kaiser, 1995), the Beck Depression Inventory (BDI; Beck, Rush, Shaw, & Emery, 1979) has been one of the most widely used measures (Beck, Steer, Garbin, 1988). The BDI has been used to measure severity of depression in depressed samples but has also been used to assess depression in general population samples. It is also associated with other self-report measures of depression. The 21 items of the BDI assess mood, pessimism, sense of failure, lack of satisfaction, guilt feelings, self-dislike, etc. It is scored by summing the ratings given to the 21 items. You may read Beck, Steer & Garbin (1988) for a summary of the BDI.

References

- American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. New York: Guilford Press.
- Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *Beck Depression Inventory Manual* (2nd ed.). San Antonio, TX: Psychological Corporation.
- Beck, A. T., Steer, R. A., & Garbin, M. G. (1988). Psychometric properties of the Beck Depression Inventory: Twenty-five years of evaluation. *Clinical Psychology Review*, 8, 77-100.
- Beckham, E. E., & Leber, W. R. (Eds.). (1995). *Handbook of depression* (2nd ed.). New York: Guilford Press.
- Gotlib, I. H., & Hammen, C. L. (1992). *Psychological aspects of depression: Toward a cognitive-interpersonal integration*. New York: Wiley.
- Katz, R., Shaw, B. F., Vallis, T. M., & Kaiser, A. S. (1995). The assessment of severity and symptom patterns in depression. In E. E. Beckham & W. R. Leber (Eds.), *Handbook of Depression* (2nd ed., pp. 61-85). New York: Guilford Press.

Assignment Essays

Assignment Essays grades will be based on quality of responses; completeness and accuracy are the measures.

Essay Score = 100%-90%.

This Essays is a highly effective response to the assignment, no errors were noticed, has at least 2 references. It has the following additional characteristics:

- Good organization and overall coherence.
- Clear explanation and/or illustration of main ideas.
- Variety of sentence syntax.
- Facility in language usage.
- Complete freedom from mechanical mistakes.
- No Errors in word usage and sentence structure.
- Has 2 in text citations and 2 references.

Essay Score = 89%-80%

This Essays displays competence in response to the assignment, has 2 references. It has the following additional characteristics:

- Adequate organization and development.
- Explanation and illustration of some key ideas.
- Adequate language usage.
- Some mechanical but inconsistent errors and
- Mistakes in usage or sentence structure.
- Has only 1 in text citations

Essay Score = 79%-70%

This Essays shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:

- Inadequate organization or incomplete development.
- Inadequate explanation or illustration of main ideas.
- A pattern of mechanical mistakes or errors in usage and sentence structure.
- Has only 1 in text citation

Essay Score = 69%-60%

This Essays shows limited competence and is severely flawed. Additionally, it has the following characteristics:

- Poor organization and general lack of development.
- Little or no supporting detail.
- Serious mechanical errors and mistakes in usage, sentence structure, and word choice

Essay Score = 59%-50%

This Essays shows a fundamental lack of writing skill. Additionally, it has the following characteristics:

- Practically nonexistent organization and general incoherence.
- Severe and widespread writing errors. No screen shots are permitted for any assignments.

Essay Score = "0"

- A "0" Essays does not address the topic assigned.
- A "0" Essays does not have a reference, or used a website, blog, newsletter, etc. as a reference
- A "0" Essays did not complete the assignment.
- A "0" for assignments not answered by the due date.
- A "0" for Essays that have direct quotes longer than 3 consecutive words from a source.
- A "0" Essays used dissertations, websites, blogs, or thesis as a reference.
- A "0" for no in text citations.

Notes on acceptable Assignment Essays

Your Essays will be written at a college level. You must post your Essays under Activities, Assignments in not Doc Sharing, not, Discussion, do not send the Essays via email. You must submit Essays using 12 font size, Arial font type, and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment. Each Essays will have 200 words, 2 references and 2 in text citations.

The references must contain journal articles from PsycINFO, or books (the textbook if appropriate), Not Google, not Safari.

APA Format

You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference. If you fail to list a reference, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. Below are sites that discuss the A.P.A. Style. Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies.

Grading of Discussions

Two posts will receive **10 points**; **1 post = 5 points**, **zero post = 0**. To obtain the maximum points be sure each post has at least 25 words. For full credit, give your opinion and comment on another student's post. To obtain the maximum points **do not** simply agree or disagree with others' comments. Give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

For all Discussion

To respond to the Discussion topic: If you're the first to enter the Discussion, there will only be a Start a New Thread button. Otherwise, you will see others' postings below. The purpose of Discussions is to allow students to interact. The Discussions are your personal opinions, which **do not** need to be supported by facts and references like the Assignment Essays

TECHNOLOGY REQUIREMENTS

LMS

All online course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of (D2L) Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies: Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Attendance: This is a totally on-line (web-based) class. There will be no face to face class meetings.

Missed Quizzes: exams and quizzes, will not be accepted after the due date unless extreme mitigating circumstances can be verified. Notify me if you are going to miss an exam on the day of the test.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#)

Document and/or consult your event organizer. Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Interaction with Instructor Statement

Communicate with the instructor via your MyLeo email; do not use a gmail or Hotmail address. Be sure your preferred email is your TAMUC University email address. During the semester expect a response within 48 hours. Feedback on assignments require at least 1 week.

Attendance/Lateness: You should visit the course shell at least once per week. For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Late assignment: If the assignment is late, you may receive a 0 on that assignment. All assignments will be due at 11:59 pm on the designated deadline dates, as are the Quizzes. However, I recognize things happen. **Even if late, be sure to post your Assignment Essay or Discussions ASAP.** Let me know beforehand if you will be late. When you do post a late assignment contact me by email. Do not wait weeks to post a Discussion or Assignment Essays and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded! If you miss an assignment due to death in immediate family, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, (i.e. not a legitimate excuse: going to a wedding in Italy) you may receive 0 points. If you miss two (2) or more assignments, without a valid excuse, you may be dropped from the course. If you cannot get in D2L, go **to technical support first** and then contact me. All assignments must be posted to D2L, sending it in an email message is not acceptable.

Missed Quizzes: If you miss a quiz, you should notify me by the day of the exam. Do not wait weeks to contact me.

Extra Credit: none

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

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All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Academic Misconduct

If I detect academic misconduct, you may automatically FAIL this course.

On independent work

Everything you do in this course is completed without the aid of others, except the Writing Lab. You may not have aid on Tests or Quizzes. You may not use books, notes or other help on the Quizzes.

Honesty and Plagiarism:

As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be referred to the Vice President for disciplinary actions. I need to emphasize that there is the assumption that answers to Assignment Essays are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the Assignment Essays. You must provide a 2 references for every Assignment Essays. A simple statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person's idea used without a reference is plagiarism.

Plagiarism

Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined, you committed plagiarism or cheating will get you an F in this course.

Plagiarism is a complicated issue:

- 1 No direct quotes longer than 3 consecutive words are acceptable in this course.
- 2 If you use a direct quote without quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism.
3. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook.
4. Using an Essays you have used before is plagiarism.
5. Using a paper from a "paper mill" is plagiarism (i.e. term_papers_are_us.com).
6. Using a paper or Essays someone wrote for you is plagiarism. Using a paper or Essays for 2 courses is plagiarism. You may not open or use another student's files.

How to avoiding plagiarism

- 1) Always cite the source.
- 2) Never use direct quotes longer than 3 consecutive words.
- 3) You may not open or use another student's files.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, coping test items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. You may not open, view, download, save or use another student's files or your work from another course. If you do this is cheating and will fail this course.

Collusion

is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

On the use of direct quotes

Do not use direct quotes longer than 3 consecutive words, from **any source**. Any use of direct quotes longer than 3 consecutive words in an Assignment Essay will gain the user a grade of 0.

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE & CALENDAR

Unit 1 Activities

1) How to use PsycINFO

Complete the following tutorials on using PsycINFO via EBSCOhost. Copy and paste each URL to your browser. Do not click on the URL to get into the tutorials.

How (and Why) to Use the APA Thesaurus When Searching PsycINFO via EBSCOhost -

<https://www.youtube.com/watch?v=WUoy4DNZxg8> (Opens in new window.) Transcript

PsycINFO Thesaurus Tutorial <https://www.youtube.com/watch?v=liW7rBBNdDg>

(Opens in new window) Transcript

PsycINFO (EBSCO 2.0 Platform) <https://www.youtube.com/watch?v=XFTGfmeB5IA>

(Open in new window) Transcript

Searching with PsycINFO

Once you finish the tutorials, go to the TAMUC web site,

Click on Resources

Then below library, click on Gee library.

Click on Find

Then on Database,

Then search by title or subject, click on P (for PsycINFO)

Click on Search by Name, type in PsycINFO,

Then click search,

Below a window will open up under Resource PsycINFO

Click on PsycINFO.

If you are off campus, you will see Proxy Login (enter your user ID and password)

When you get to PsycINFO, do a search following these steps:

Click on advance search
 Click on Thesaurus (at the top of the page)
 Each time you do a search you must start with a word from the thesaurus

Enter the word “special education” to the Thesaurus. Then click on browse.

Scroll to the term “special education.”
 Put a check mark () next to special education
 Click “add”

In the Thesaurus, put the term Latinos/Latinas
 Put a check mark () next to Latinos/Latinas

Select term Latinos/Latinas, then search using and: click on and
 This means your search will use the terms special education AND Latinos/Latinas
 Then Search with the terms special education and Latinos/Latinas

On left hand side, under source type, click on Academic Journals.
 When you put a checkmark, your search is automatically reduced to journal articles. Now you have chosen only journal articles. Books and dissertations have been eliminated from your search.

Select the first 2 journal articles, put them in the folder.
 Go to folder view

Select all

Then click “save as file”

Under Include when saving:

Leave HTML link to article not checked

Standard Field Format: brief citation (click)

Citation Format: APA (American Psychological Assoc.) (Click). Now the citations are in APA style
 Click save

Copy and use the first 2 journal articles in an essay, if possible.

2) Complete How to Recognize Plagiarism tutorial <https://www.indiana.edu/~academy/firstPrinciples/index.html> (Link opens in a new window). You must complete your own Plagiarism tutorial. This tutorial is divided into sections. Complete each section. When finished take the test. Send the results to your email address, then review them. Do not send them to your instructor.

Discussions

To respond to the discussion topics: If you're the first to enter the Discussion, there will only be a Respond button. Otherwise, you will see others' postings below. Click on the + Expand All button to view all of the entries made by your fellow learners or click each one, one at a time. For full credit, give your opinion and comment on another student's post. To obtain the maximum points make sure your responses are more than simply agreeing or disagreeing with others' comments. Give the logic of reacting to others' ideas and demonstrate

Unit 1 Discussion question. Why is plagiarism something to be avoided at all costs? What is your position on this issue? For all Discussions. To obtain full credit, give your opinion and comment on another student's post. First state your opinion and your reasons for your opinion. Next, comment on someone's post, **but do not say you agree or disagree with them!** Instead, state the logic of your reaction to others' ideas and demonstrate your critical thinking in all your Discussion comments.

Unit 2 Discussion Getting to Know You (or “All About Me”):

This assignment requires you to post a short introduction of yourself so that your classmates and I can get to know you. You may want to share information about your degree sought, experience, and ambitions for the future, schools attended,

number of children, etc. Remember, this is a public post, so do not post too much personal information. You might want to provide a picture of yourself so others "get to know you". This assignment should be completed as part of a discussion thread for Unit two. To obtain full credit, give your introduction and comment on another student's introduction.

Unit 3 Discussion "To teach me is to know me". Read Kea, C. D., & Utley, C. A. (1998) To Teach Me Is To Know Me. *Journal of Special Education*, 32(1), 44–47, below. **What is your position on the issues discussed in this article?** For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead, give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

TO TEACH ME IS TO KNOW ME by Cathy D. Kea, North Carolina Agricultural and Technical State University Cheryl A. Utley, University of Kansas
Source: *Journal of Special Education*, 1998, Vol. 32 Issue 1, p44

Many students do not succeed in school because their cultural, social, and/or linguistic characteristics are unrecognized, misunderstood, or devalued. The continuing problem of disproportionate representation of multicultural students in special education programs is controversial. We believe that for teacher educators and practitioners to reach and teach multicultural students with and without disabilities, they must first know them. We propose three solutions to address the problem of disproportionate representation: (a) training of culturally and linguistically diverse teachers in teacher preparation programs, (b) the inclusion of multicultural education perspectives in special education, and (c) the implementation of culturally responsive instruction in classroom settings. These three solutions are key components to increasing the cultural competence of practitioners in special education teacher preparation programs.

Historically, multicultural students have been disproportionately represented in special education, a fact discussed for more than 25 years. Many students do not succeed in school because their cultural, social, and/or linguistic characteristics are unrecognized, misunderstood, or devalued. As Wilson Oyelaran (1996) stated: It is unfortunate that "different peoples' differences" are treated differently and the things that determine those differences have to do with the way power is distributed in this country. Gender, class, race, and language of the home affect how we look at differences. All those variables that determine how power is distributed in this country determine whose differences are valued and whose are devalued.

Race, ethnicity, and socioeconomic status continue to matter in our nation today (West, 1993). For us, solutions to the problem of disproportionate representation lie in (a) training of culturally and linguistically diverse teachers in teacher preparation programs, (b) the inclusion of multicultural education perspectives in special education programs, and (c) the implementation of culturally responsive instruction in classroom settings.

Compelling Evidence for Training Teacher Educators and Practitioners in Multicultural Education Issues and Special Education
Special education has not been an effective intervention for improving the school outcomes for inner-city children (Gottlieb, Alter, Gottlieb, & Wishner, 1994), who have been misunderstood, misdiagnosed, and miseducated (Obiakor & Utley, 1997). However, some teacher educators and practitioners are able to turn low performers around academically; they are "dream makers" rather than "dream takers" (Hughes, 1995; Ladson-Billings, 1994; Sanders & Rivers, 1996). A culturally and linguistically diverse and competent teaching force may reduce the occurrence of mislabeling that can lead to the overrepresentation of multicultural students in special education (Ewing, 1995) and their underrepresentation in gifted education (Ford, 1996).

There is a rapidly growing imbalance between the racial/ethnic composition of the school-age population and the racial/ethnic composition of the teaching force, which remains predominantly White (Smith-Davis, 1995). At present, about one third of schoolchildren in the United States are children of color; this proportion will increase to almost 50% by 2025 (Singh, 1996). Moreover, the proportion of school teachers from the majority culture--White, middle class female Americans--will have increased to about 95% by the same year (Singh, 1996). If patterns of recent years continue, the ratio of multicultural students to multicultural educators will be of crisis proportion. A dire need exists to recruit personnel from diverse racial/ethnic groups.

According to Smith-Davis (1995), the lack of personnel from diverse racial/ethnic groups creates conditions that detract from building a successful multicultural society and excellence in education for all students. First, when White students are culturally isolated from teachers of color, they are deprived of the broader perspectives, intercultural understanding, and communication necessary to the society of the present and future. Second, when schools lack racial diversity among personnel, students from diverse racial backgrounds are deprived of role models to emulate and are unable to recognize that their ethnic/racial differences are not perceived as liabilities. Third, because of feelings of inadequacy, intimidation, language barriers, and cultural differences, many parents from minority groups cooperate less with schools on behalf of their children's education. Fourth, without the presence of adults from other cultures in the schools, biases and uninformed racial attitudes will continue among school-age children. Finally, a growing number of studies suggests that "teachers and schools need to build on, rather than tear down, what students bring to school. They need to understand and incorporate cultural, linguistic, and experiential differences, as well as differences in social class, into the learning process" (Nieto, 1994, p. 394).

Infusing Multicultural Education Perspectives into Special Education: Creating a Culturally Competent Program

One expressed goal of American education is that all personnel be competent in providing effective instruction to students from diverse racial, ethnic, cultural, and linguistic populations (Smith-Davis, 1995). As educators, we must acknowledge that not only is the accomplishment of this goal currently out of our reach, but also, limited strategies and ideas exist to get us there.

One important strategy, however, for understanding multicultural students with and without disabilities is to be knowledgeable about the underlying theories, approaches, and ideologies of the multicultural education process. Many definitions have been written exploring the rationale, principles, and implementation of multicultural education theories. According to Banks (1992), "Multicultural education is a reform movement designed to bring about educational equity for all students, including those from different races, ethnic groups, social classes, exceptionality, and sexual orientation" (p. 21). The tenets of multicultural education, as proposed by Cooke (1992), consist of (a) improving the educational performance of every student, (b) offering a diversified curriculum that presents the views of many peoples, (c) achieving relevance through the curriculum by analyzing different cultural viewpoints, (d) eradicating racial/cultural/religious stereotypes, (e) emphasizing that there is no single correct interpretation of history, and (f) understanding cultural similarities and differences and encouraging individuals to broaden their own cultural perspectives.

What teachers perceive, believe, say, and do can disable or empower multicultural students with and without disabilities. Cultural awareness, sensitivity, and competency will help both preservice and in service teachers to understand the sociopolitical problems facing multicultural students in the educational system (e.g., high dropout rates, low standardized achievement test performance, overrepresentation in special education, etc.). "A culturally competent person has knowledge and skills that enable him or her to appreciate, value, and celebrate similarities and differences within, between, and among culturally diverse groups of people" (Singh, 1996, p. 124). Future teachers must be able to create equitable learning environments for diverse student populations, work effectively with language minority learners, and develop skills in self-reflection (Bennett, 1995).

The dilemma facing educators is that multicultural education in the professional preparation of teachers typically is not integrated in a thorough, persistent, and overt way in program requirements (Grant, 1994). "By and large, teacher educators themselves are not all that comfortable with multicultural education" (Jung, 1997, p. 190). Nonetheless, we and others believe that the need for multicultural education is undeniable (Goodwin, 1997). All teachers must be knowledgeable about cultural diversity, even if they do not teach in multicultural communities. "Teachers' lack of awareness of their own ethnocentric views and their limited cultural competence regarding minority and diverse students inhibit use of effective practices with students and families from diverse backgrounds" (Correa, Blanes-Reyes, & Rapport, 1996, p. 545). The preparation of preservice and in service teachers for cultural diversity must enable them to prepare their students for a culturally diverse society and world.

Culturally Responsive Instruction: Using Students' Cultures as Important Sources of Their Education

An eruption of social consciousness and moral seriousness has occurred about the "savage inequalities" faced by minorities and poor children in so many of America's urban schools today (Gay, 1989; Kozol, 1991). According to Oakes, Wells, Yonezawa, and Ray (1997):

Schools far more often judge African American and Latino students as having learning deficits and limited potential (sometimes, regardless of their prior achievement) and place these students disproportionately in low-track, remedial programs. Once placed, these students do not learn as much as comparably skilled students in heterogeneous classes; and they have less access than other students to knowledge, powerful learning environments, and resources. (p. 44)

Teachers are a powerful force in the lives of children. Outstanding practitioners share an explicit or implicit view of the child quite unlike those held by less skilled instructors: "They recognize that outstanding learners can be crippled by the types of exposure that they encounter, but they also realize that teaching is a powerful tool that when used appropriately can awaken the genius in children" (Hilliard, 1996, p. 21). Hence, the quality of instruction is of paramount importance for facilitating student achievement and progress.

Hilliard (1996), in his critical analysis of current standards for teacher preparation programs and quality instruction, posed the following question: "How many times do we have to prove that demographics, race, ethnicity, gender, and language are no barrier to excellence?" (p. 13). He asserted that the largest single source of variation in school achievement among students is variation in the quality of teaching services. He called for the use of validated teaching skills, and we are in agreement. A decade ago, Kea (1987) documented the presence of critical teaching behaviors during teachers' lesson delivery. More recently, however, Kea (1995) commented that "one of the singular most significant things that teachers can do to make a difference in the educational progress of students with learning difficulties is to make a firm personal commitment to use effective instructional procedures" (p. 1). In addition, the instruction must be culturally affirming and the curriculum culturally responsive (i.e., appreciating and accommodating the similarities and differences among students' culture) (Singh, 1996).

Closing Thoughts

As teacher educators, we realize that history repeats itself all too often. However, according to Bateman (1994), disproportionate representation of a minority group is legally discriminatory only when it is detrimental and lacking sufficient justification. Some believe that the over- and underrepresentation of some minority groups in disability categories and gifted education is detrimental, unjustified, and therefore discriminatory. Ford (this issue) contends that teachers' lack of preparedness (e.g., practicum experiences, certification, and staff development), negative perceptions of multicultural students, and low expectations contribute to low referrals or nominations of these children to gifted education programs. On the other hand, these same factors increase the likelihood of children's referral to disability categories. Clearly, it would be discriminatory if we continued to ignore it.

While we continue to grapple with some of the issues and viewpoints presented in this commentary (e.g., a diverse, culturally and instructionally competent teaching force and culturally responsive instruction), we must not lose sight of the beneficiaries--the children. If children are to benefit, then teacher preparation programs must be re-conceptualized in ways that facilitate meaningful education of teachers to meet the needs of all students, including students from culturally diverse backgrounds. Moreover, the importance of recruiting and retaining culturally and linguistically diverse students and personnel cannot be downplayed in teacher preparation programs (Obiakor & Utley, 1997) because "education personnel who share cultural backgrounds and experiences with students are able to act as 'cultural translators,' helping children learn to function in the dominant culture, as well as in an increasingly diverse society" (Smith-Davis, 1995, p. 3). The graduates of special education teacher preparation programs must be caring, child-centered, culturally affirming, and competent teachers who are able to work effectively with diverse families and colleagues (Epanchin, Paul, & Smith, 1996; Townsend, Thomas, Witty, & Lee, 1996).

"The true measure of our success lies in how we perform and how our performance produces significant positive outcomes when we meet the children of the poor, of 'minorities,' and not merely with the children of the privileged" (Hilliard, 1996, p. 2). Therefore, research that takes into account sociocultural perspectives, diversity, and multicultural education is pivotal to the field of special education and gifted education. Clearly, new partnerships must be formed among teacher educators, researchers, and teachers in the field to educate all and to work effectively with culturally diverse students and their families.

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Unit 4 Discussion

Discuss three specific things you as a teacher could do to demonstrate or model global citizenship so that all children feel safe and accepted in your classroom? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 5 Discussion

Answer the question: How are "disabilities" depicted in film? You may read one or more of the journal articles below or find our own article. Or you may give your ideas based on some films. You may need to order an article via interlibrary load; it might be good to it order it now.

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For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 6 Discussion question. What is the impact of child with a disability on the family? Your opinion.

For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 7 Discussion question: Do you think prevention of intellectual disabilities should be financed by governments? What is your position on this issue? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead, give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 8 Discussion Do you support the use of psychostimulants, such as Ritalin, for treatment of students with ADHD?

What is your position on this issue? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 9 Discussion: Why are Autism and Autism Spectrum Disorders used interchangeably? What is your position on this issue?

For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 10 Discussion: What is your view of the use of "home" language in special education? What is your position on this issue?

For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 11 Discussion: Preschoolers who require interventions for speech or language disorders occasionally are seen as early as 3 years old. What is your position on this issue?

For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 12 Discussion: Jose makes all A's, but is confined to a wheelchair. Should he be served by special education? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 13 Discussion question: Some parents believe using intelligence tests are unfair to the students in special education.

What is your position on this issue? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 14 Discussion: Some university students and professors believe college students with disabilities should not have accommodations. What is your position? For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Unit 15 Discussion. Some public school administrators (outside of special education) say there is too much emphasis and money directed at students with disabilities. What is your position on this issue?

For full credit, give your opinion and comment on another student's post. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points make sure your responses are at least 25 words each.

Assignment Essays

Unit 2 Assignment Essay

Unit 2 due 11:59 pm Assignment Essay: Misunderstood Minds

You are required to watch 9 parts of the video, Misunderstood Minds (found in youtube) (Chapters 1 through Chapter 8.1). This series of videos introduces you to five “exceptional” children and their families and will help you to begin to think about a variety of aspects not generally thought about as “exceptional” children. Few people would ever think about special education when first introduced to Nathan Van Hoy!

Assignment Essay: Write a 200-word essay on the Misunderstood Minds videos. For example, you might write about **what you learned, what surprised you, how what you saw agrees or disagrees with your past experiences** or how these videos will help effect you as a teacher. Your paper is to be brief, but include enough detail to show me that you watched all the 9 clips. **Write about your reaction to what you learned from watching the clips** (do not review each clip). You should look for similarities or differences across all of these videos even though the students, the disabilities and the families are all very different.

Unit 8 Assignment: Write a description of some classroom interventions for students with learning disabilities. Include 2 references, 2 in text citations, at least 200 words. The references must contain journal articles from PsycINFO, plus our textbook, if appropriate. No use of references from Google, Safari, blogs, websites, dissertations, thesis, PowerPoint, newspapers, or popular magazines (like Time mag) as references. Use of these as references equals a score of 0. Do not include your personal story, personal history, experiences, feelings, etc. in any Essay. Save these for the Discussions. The references must contain at least one journal articles from PsycINFO, plus our textbook if appropriate.

Unit 10 Assignment Essay:

Create (at least) a 200-Essays (including the 4 characteristics) on why people are global citizens (at least 2 in text citations and 2 references). Put your Essays in 1 file under Assignments. No use of direct or verbatim quotes longer than 3 consecutive words, no use of websites as references. The references must contain journal articles from PsycINFO, plus the textbook if appropriate. No use of references from Google, Safari, blogs, websites, dissertations, thesis, PowerPoint, newspapers, or popular magazines (like Time mag) as references. Use of these as references equals a score of 0. Do not include your personal story, personal history, experiences, feelings, etc. in any Essay. **Save these for the Discussions.** The references must contain journal articles from PsycINFO, plus the textbook if appropriate.

Do not use these as references; they are not journals articles!! They are newsletters! Even if they say “Journal”. Use of these as references = 0.

Israel, Ron. (2012). What does it mean to be a global citizen? *Kosmos*, Spring/Summer 2012

Sefcik, M. (2010). Beyond borders: International Education and Global Citizenship. *Education Canada*, 50-

Zeichner, N. (2012). Global education: Bringing the world to your classroom. *TLN Teachers Leaders Network*.

Possible sources for your Unit 10 Essays (from PsycINFO).

Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.

Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(5), 858-870.

Roberts, D. C., Welch, L., & Al-Khanji, K. (2013). Preparing Global Citizens. *Journal of College and Character*, 14(1), 85-92.

Gustin, L. W., & Wagner, L. (2013). The butterfly effect of caring—Clinical nursing teachers’ understanding of self-compassion as a source to compassionate care. *Scandinavian Journal of Caring Sciences*, 27(1), 175–183.

Tentative Schedule – subject to change

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Due Dates	Activity	WORK DUE
Unit # 1 Jan 14	Review Syllabus & Course Requirements	DUE 11:59 pm Discussion Unit 1
	Read Chapter 1	
	Complete Unit 1 Activities View: “Misunderstood Minds” video series	
Unit # 2 Jan 24	Read Chapter 2	Unit 2 Discussion Misunderstood Minds
		Unit 2 Assignment Essay

Due Dates	Activity	WORK DUE	
Unit # 3 Jan 31	Read Chapter 3 Read article: "To Teach Me Is to Know Me"	Unit 3 Discussion	
Jan 31	Read Chapter 4	Unit 4 Discussion	
Unit # 4 Feb 7	Read Chapter 5	Unit 5 Discussion	
Unit # 5 Feb 14	Chapter 6	Unit 6 Discussion	
Unit # 6 Feb 21	Chapter 7	Unit 7 Discussion	
Unit # 7 Feb 28	Chapter 8:	Unit 8 Discussion	
Unit # 8 March 6	Chapter 9:	Unit 9 Discussion Mid Term EXAM: Chapters 1-9	
March 9-13	Spring Break March 13 to 23 midterm grades due		
Unit # 9 March 20	Chapter 10:	Unit 10 Discussion	
Unit # 10 March 27	Chapter 11:	Unit 11 Discussion	
Unit # 11 April 3	Chapter 12:	Unit 12 Discussion	
Unit # 12 April 9	Chapter 13	Unit 13 Discussion	
Unit # 13 April 17	Chapter 14	Unit 14 Discussion	
Unit # 14 April 24	Chapter 15	Unit 15 Discussion	
Unit # 15 May 4	Final's	Unit 15 Quiz (Final) Chapters 10–15	