



**Wichita State University  
College of Education  
School of Teaching and Curriculum Leadership  
Preparing Highly Competent, Collaborative, Reflective Professionals**

**CI 702- 32676 – Introduction to Exceptional Children –  
(3 credit hours)**

**Course Syllabus - Summer 2013**

**Class Times: June 10, 2013 – July 6, 2013 – Mondays – Fridays: 12:10 p.m. – 2:20 p.m.  
Location: Corbin Education Center 155**

**Instructor:** Mandy E. Lusk, Ph.D.  
**Office:** Room 116 Corbin Education Center

**Email:** mandy.lusk@wichita.edu  
**Phone:** 316-978-6367

**Office hours:** WSU Main Campus –by appointment \*\*\*\*\* **Please note: Email will be returned within 48 hours unless on the weekends.**

Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

**Catalog Description:** This course surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory, and cognitive disabilities and those learners who exhibit gifts and talents. The effects of cultural differences and human development on individuals with exceptional learning needs are explored. Current educational policy, practices, and services are reviewed.

**Required Textbook(s):**

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> Ed.). Washington, D.C.

Turnbull, A., Turnbull, R., Wehmeyer, M., Shrogen, K. (2013). *Exceptional Lives: Special Education in Today's Schools* (7<sup>th</sup> ed.). Boston, MA: Pearson Press.

**Major Topics:**

The College of Education is comprised of five departments whose synergy provides powerful understanding of lifespan development and academic innovation in living and learning. We prepare teachers, school administrators, counselors, educational and school psychologists, athletic trainers, exercise and sport professionals for 21<sup>st</sup> century careers. All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below: \*

**Learner Outcomes (assessments, guiding principles and KSDE standards)**

<b>Course Outcomes The student will:</b>	<b>Related Assessment</b>	<b>Guiding Principles from Conceptual Framework</b>	<b>KSDE Program Standards</b>
1. develop an awareness of diversity, including exceptionalities.	Text exercises	HDD	S2-K2, S3-K2, S3-K4, S3-K6, S13-K2, S13-K3
2. identify and discuss the cultural, social, and legal trends related to the child and adolescent development and the impact on curricular planning for schools.	Text exercises	PR, HDD	S3-K6, St-K2, S10-K2, S13-K2, S13-K3, S13-K4, S13-K5, S13-K6
3. demonstrate evidence of a working knowledge of key terms and concepts relating to diversity, exceptionalities, and culturally responsive teaching.	Final project	HDD	S2-K3, S3-K6
4. identify teaching/learning issues for diverse student populations.	Text exercises	HDD	S2-K2, S2-K3, S3-K1, S3-K2, S3-K4, S3-K6
5. describe the characteristics of, service delivery models for, and identification/assessment procedures related to English Language Learners (ELL's), special education students, and students identified as gifted and talented	Text exercises and final project	HDD	S2-K1, S2-K2, S3-K1, S3-K2, S3-K4, S3-K6
7. examine and interpret educational policy and practice through critically reflective oral, written, and visual communication.	Final project	PR, HDD	S2-K1, S2-K2, Se-K3, S3-K1, S3-K2, S3-K4, S3-K6

[http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF\\_2\\_24\\_03.pdf](http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf)

Students will be expected to (1) access WSU Blackboard for course information; (2) use email, including their **WSU email account** for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments may be submitted electronically through Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at

<http://www.wichita.edu/education/techcenter>

**Diversity Expectations:** Dr. Lusk is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and

refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: <http://www.comstudies.ua.edu/pdf/UAsyllabusconstruction.pdf>)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e-mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

\*\*\*We will **use person-first language** in our class discussions and written assignments and it is recommended in your professional practices.

**Attendance:** Students are expected to arrive to class on time and stay for the entire class period. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. A reduction of one full letter grade will be assigned if there is one (1) absence. This absence includes professional development work days, parent-teacher conferences, and other work-related occurrences.

- **IMPORTANT NOTE:** If any student acquires 3 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 3 scheduled class meetings means you have missed too much information and **will not pass the class**.

**Academic Honesty:** A standard of honesty, fairly applied to all students, is essential to a learning environment.

\*\*\*Please be advised that **ALL assignments will be vetted through SafeAssign, which is WSU's plagiarism detection software**. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the College or University level and may result in suspension or dismissal. Dismissal from a College for academic dishonesty, constitutes dismissal from the University ([WSU Student Code of Conduct](#))

Students are responsible for knowing and following the Student Code of Conduct [http://webs.wichita.edu/inaudit/ch8\\_05.htm](http://webs.wichita.edu/inaudit/ch8_05.htm) and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\\_17.htm](http://webs.wichita.edu/inaudit/ch2_17.htm).

**Late Work:** Students are expected to meet all assignment deadlines. **No late assignments will be accepted**. All assignments will be given on the first day of class, and please plan your time accordingly.

**Course Credit Hours:** For a three credit hour course, the expectation of work in order to be successful is a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 135 hours.

**Exceptionalities:** If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Office of Disability Services (ODS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by ODS without your written permission.

**Counseling and Testing Center:** The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

**Shocker Alert System:** SAS facilitates electronic emergency notification to individual faculty, staff, and students within the University community are delivered through mass e-mail and text messaging. See [www.wichita.edu/alert](http://www.wichita.edu/alert)

**Educational Materials Resource:** Book fine policies are in effect for any materials checked out for this class from the Library Resource Center (LRC) at the Joyce Focht Instructional Support Center (USD 259), 412 S. Main, Wichita. All materials for this class must be returned and fines paid at the LRC by this semester's Study Day before grades for this class will be recorded.

**Performance Assessment:** Both the state of Kansas and national accreditation organizations require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that program candidates meet criteria established for each of at least four Transition Points. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments some of which are embedded within program coursework.

**APA and Writing:** All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th edition format. **Simply stated, purchase the APA manual and READ IT.** You will need to have ALL of your assignments proofread by a knowledgeable person. WSU has a writing center on campus. There are NO excuses (Table has been adapted; however, provided by Dr. Donna Sayman).

All assignments will be graded by Dr. Lusk. **You will be expected to schedule an appointment with Dr. Lusk to discuss revisions/questions/comments about all graded assignments. It is your responsibility to schedule the appointment with Dr. Lusk via email.**

Type of Error	Penalty
<p><b>APA 6th Edition Format – basic format of paper:</b></p> <ul style="list-style-type: none"> <li>➤ 12 point Times New Roman font,</li> <li>➤ double-spaced, 1” margins</li> <li>➤ running head and page numbers</li> <li>➤ required level of headings and subheadings</li> <li>➤ meets page limitations</li> </ul>	<p>-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment.</p> <p>-Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment.</p> <p>-Papers that exceed page limitations will not be read and no points will be earned for the assignment.</p>
<p><b>Grammar, mechanics, punctuation:</b></p> <ul style="list-style-type: none"> <li>➤ person first language</li> <li>➤ written in the 3rd person</li> <li>➤ spelling,</li> <li>➤ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc.</li> <li>➤ correct sentence structure</li> <li>➤ appropriate paragraph structure</li> </ul> <p><b>APA 6th Edition Format – direct quotations and in-text citations:</b></p> <ul style="list-style-type: none"> <li>➤ exact quotations correctly referenced</li> <li>➤ in-text citations correctly referenced</li> </ul>	<p>Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.</p>
<p><b>APA 6th Edition Format – references page:</b></p> <ul style="list-style-type: none"> <li>➤ 12 point font, double-spaced, 1” margins, hanging indents</li> <li>➤ correct format for articles, books, websites, etc.</li> </ul> <p><b>**NOTE:</b> Errors on the Reference page count separately from errors within the text of the paper:</p>	<p>Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.</p>

## Course Requirements:

### Participation:

This course will be taught from by Dr. Lusk as a hybrid course. Active participation is required. Attendance for participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of this class. It is also imperative that you are able to access your email regularly as this will be the primary communication for announcements from the professor. Participation includes: (a) bringing the text to class, (b) respectful in-class behavior, (c) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas and d) discuss relevant issues on the Blackboard site. As part of class participation, there will be a variety of ungraded in-class, and online writing assignments and projects that will count as participation.

### MAJOR COURSE ASSIGNMENTS:

Major assignments are required; specific assignment guidelines and scoring rubrics will be posted on Blackboard. All assignments are to be turned in through the Blackboard Assignments site. Please review Blackboard tutorials if you are not familiar with using this course management system. AGAIN, you are expected to schedule an appointment with Dr. Lusk via email to discuss any course assignments and grading.

1. **Daily Assignments** – Each day you will be responsible for some activity that will directly relate to that weekly topic. Examples of the daily assignments include: reflections on readings for the week; applying content from readings to case examples, identifying resources pertaining to the topic of the week; developing questions to ask guest speakers, etc. You are expected to complete readings for each day. Dr. Lusk often gives quizzes on the readings.
2. **Synopsis Presentations and Handout** – Students will choose one day to construct a 8 to10 slide presentation over vital information learned from the readings. In addition, students may choose to provide examples, case studies, or other creative ideas which coincide with their chapter or issue. You are expected to be well-versed in the information. You will be asked multiple questions. Use outside empirical resources. You will construct a one-page handout of the information discussed for all persons in the class.
3. **Journal Review** – Students will choose a peer-reviewed article of their choice related to educating students with exceptionalities. The student will construct a journal review based on this article. A journal review format page has been developed to help you with this activity. It is posted on Blackboard. You will adhere to the APA manual 6<sup>th</sup> edition.
4. **Individualized Education Plans (IEP) Project**–You will need to complete an Individualized Education Plan (IEP) for a student with exceptionalities. If you have an actual student you would like to use, please refrain from use his or her actual name in your IEP. In addition, please do not use real education professional names. Anonymity for this project is extremely important.

If you do not have access to a student with exceptionalities, please use the case study for this project provided by Dr. Lusk. Feel free to explain creative, appropriate ways to promote this student's education through the IEP.

5. **Lesson Plan**- All students will construct a detailed lesson plan for educating students with exceptionalities. Each student will identify the category of students with exceptionalities which he/she will prepare the lesson plan. For example, you might construct a lesson plan for students with autism. Within this lesson plan, you may address sensory impairment issues, intellectual disabilities, etc. The instructional strategies need to coincide with what has been learned in this course. In addition, you will present your lesson plan to the class or through Blackboard.
  
6. **End-of-Course Report** – All students will construct a report summarizing various items about this CI 702 course. In this report, you may discuss a) what you learned about students with exceptionalities; b) barriers to educating students with exceptionalities; c) solutions to those barriers; d) future directions you have for educating students with exceptionalities; e) strengths of the course; f) weaknesses of the course; g) resources you learned about in this course; and h) other personal/professional reflections of this course in your teaching. You will adhere to the APA manual 6<sup>th</sup> edition.
  
7. **Alternative Projects**- Alternative projects are possible, please see instructor for ideas and permission to proceed.

Assignments Due Dates & Evaluation of Assignment

Due Date	Assignment	Total Points
Daily	Daily Assignments And Readings	200 points (10 points per class day)
Varies	Synopsis Presentations	200 points
6/14	Individualized Education Plan	100 points
6/21	Lesson Plan	50 points
6/18	Exceptionality Awareness Campaign Day	50 points
6/28	Journal Review	200 points
7/5	End-of-Course Report	100 points
Weekly	Participation/Disposition	100 points (5 points per class day)
		<b>TOTAL 1,000 points</b>

\*\*\*Alternate Assignments Allowed Only with Advanced Permission from instructors

**Grade Point Range** – (Please note that the WSU grading system does not recognize an A+)

A =	1,000 - 960
A- =	959 - 919
B+ =	918 - 878
B =	877 - 837
B - =	836 - 796
C + =	795 - 755
C =	754 - 714
C- =	713 - 673
D + =	672 - 632
D =	631 - 591
D - =	590 - 550
F =	549 - 0

**GRADING SYSTEM:** Wichita State grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

**CREDIT POINTS:** For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: **A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0**

**CI 702 Course Outline and Assignments**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
6/10 Blackboard	Overview of Course Historical Perspective of Special Education in United States	Read Chapters 1 and 2 BB Assignment
6/11 Corbin 155	Today’s Multicultural, Bilingual, and Diverse Schools <i>Assign Synopsis Presentations</i>	Read Chapter 3 Class Activity
6/12 Corbin 155	Today’s Families and Their Partnerships with Professionals <i>Introduction to Exceptionality Awareness</i> <i>Campaign Day at WSU</i> <i>Starkey – Guest Lecturer, Colin McKenney - CEO</i>	Read Chapter 4 Class Activity Synopsis Presentation by: <b>Andrew</b>
6/13 Corbin 155	Understanding Students with Visual Impairments <i>Envision Organization – Guest Lecturers, Lyndsey and Bonnie</i>	Read Chapter 15 Class Activity Synopsis Presentation by: <b>Taylor, Mae, Justin</b>
6/14 Blackboard	Understanding Students with Communication Disorders	Read Chapter 6 Synopsis Presentation by: <b>Linda</b> <b>IEP Assignment Due to BB</b> <b>by 2:20 p.m.</b>
6/17 Blackboard	Understanding Students with Intellectual Disabilities	Read Chapter 9 BB Assignment Synopsis Presentation by: <b>Ashley</b>
6/18 Corbin	<b>Exceptionality Awareness Campaign Day</b> Wear WSU apparel, be prepared to help families and students with exceptionalities on WSU campus	<b>Exceptionality Awareness Campaign Day</b> <b>*8:00 a.m. – 6:00 p.m.</b>



6/19 Corbin 155	Understanding Students with Learning Disabilities <i>FAT City Video and Discussion</i>	Read Chapter 5 Class Activity Synopsis Presentation by: <i>Libby, Billy</i>
6/20 Corbin 155	Understanding Students with Attention-Deficit/Hyperactivity Disorder <i>Guest Lecturer – Doctoral Candidate, Staci Zolkoski</i>	Read Chapter 8 Class Activity Synopsis Presentation by: <i>Nickolus, Jarrod</i>
6/21 Blackboard	Technology Across the Curriculum	BB Assignment <b>Lesson Plan Due by 2:20 p.m.</b>
6/24 Blackboard	Understanding Students with Physical Disabilities and Other Health Impairments	Read Chapter 12 BB Assignment Synopsis Presentation by: <i>Meghan</i>
6/25 Corbin 155	Understanding Students with Multiple Disabilities <i>*Travel to Families Together Inc.</i> <i>12:20 pm to 2:00 pm</i> <i>3033 W Second Street Wichita, KS</i>	Read Chapter 10
6/26 Corbin 155	Understanding Students with Multiple Disabilities <i>*Travel to School of Students with Exceptionalities</i> <i>10:30 am to 12:30 pm</i> <i>Maize Transnet School, 2811 N. Tyler Rd. Wichita, KS</i>	Read Chapter 10
6/27 Corbin 155	Understanding Students with Emotional and Behavioral Disorders	Read Chapter 7 Class Activity Synopsis Presentation by: <i>Allison, Sasha</i>

6/28 Blackboard	Understanding Students with Hearing Loss	Read Chapter 14 Synopsis Presentation by: <i>Matthew</i> <b>Journal Review Due by 2:20 p.m.</b>
7/1 Blackboard	Understanding Students who are Gifted and Talented	Read Chapter 16 BB Assignment Synopsis Presentation by: <i>Aubree, Shelby</i>
7/2 Corbin 155	Understanding Students with Autism <i>"Love is Louder," – Guest Lecturer, Courtney Knowles</i>	Read Chapter 11 Class Activity Synopsis Presentation by: <i>T.J., Brieun</i>
7/3 Corbin 155	Understanding Students with Traumatic Brain Injury <i>KETCH – Guest Lecturer, Sallie Jenson</i>	Read Chapter 13 Class Activity Synopsis Presentation by: <i>Casey, Devin</i>
7/4	Enjoy the Holiday! No Class	No Class
7/5 Blackboard	Issues Related to Teacher Education and Special Education	<b>End-of-Course Report Due by 2:20 p.m.</b> End-of-Course Survey Due