



Qatar University
College of Education
Course Syllabus

➤ **Course Information:**

Course Title: Survey of Exceptionalities

Course Number and CRN: SPED 302

Prerequisite: EDUC301-EDUC302

Credit Hours (CR HRS): 3 Hours

Department: Psychological Sciences

Location: B04 CED

Class meeting time:

➤ **Instructor Information:**

Instructor's name:

- Email:

Office Hours:

- Office Number:

➤ **College of Education Conceptual Framework:**

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes:

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ **Course Description:**

This course focuses on the A survey of exceptionalities across the life span including intellectual, language, speech, auditory, visual, behavioral, neurological, and physical impairments

➤ **Course Objectives:**

1. Interpret the unique characteristics of learners with high incident disabilities by describing similarities and differences among learners with such disabilities
2. Implement curriculum and instruction for students with mild & moderate disabilities
3. Identify effective strategies for developing positive working relationships with general educators

➤ **Course Learning Outcomes:**

1. Demonstrate an understanding of society's history of treatment of exceptional persons;
2. Demonstrate the ability to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of individuals with exceptionalities;
3. Demonstrate an understanding of the definitions, etiologies, and classification systems for various exceptionalities;
4. Demonstrate an understanding of legislation and regulations related to the field of special education and education and social rights of persons with exceptionalities.
5. Demonstrate an understanding of the importance of maintaining ethical and professional standards and maintaining confidentiality with respect to sharing of personal information

➤ **Textbooks & Readings:**

Required textbook:

- Learners with Mild Disabilities: A Characteristics Approach, (4th Edition). Boston, Pearson; ISBN-10: 0137060769- ISBN-13: 978-0137060764

• محمود، أماني (2018). تعليم الأطفال ذوي الاحتياجات الخاصة. عمان: دار الفكر

➤ **Supportive Textbooks and references:**

- Visit Online e-book and CED resources room

➤ **Supportive Websites:**

- www.athealth.com <http://www.werathah.com>
- <http://www.vocationallearning.org.u> <http://www.ldresources.com>
- <http://www.idebate.org/main/home.asp> <http://www.psychtest.com>
- <http://www.lewisschool.org> <http://www.ldonline.org>
- <http://www-hoover.stanford.edu> <http://www.nild.net>
- <http://www.pacificnet.net/~mandel/SpecialEducation.html>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.

11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1, 2,4	1	1	1,2,5	review of previous studies and Research Report & Presentation
4	6	,2	1, 4,5	Observation report
5-6	6	2,3	1, 3, 4	Case study
5-6	5	2	5	Observation report

➤ **Course Outline:**

Week	Topic	Assignment
1	Part I: Foundations of Special Education Special Education in Context: People, Concepts, and Perspectives	Review of previous studies and Research Report & Presentation
2	Policies, Practices, and Programs	
3	Cultural and Linguistic Diversity and Exceptionality	
4	Parents, Families, and Exceptionality	
5	Assistive Technology	
6	Part II: A Study of Individuals with Special Needs : Individuals with Intellectual Disability	
7	Midterm Exam	
8	Individuals with Learning Disabilities	Case study Observation report Exam
9	Individuals with Attention Deficit Hyperactivity Disorder	
10	Individuals with Emotional or Behavioral Disorders	
11	Individuals with Autism Spectrum Disorders	
12	Individuals with Speech and Language Impairments	
13	Individuals with Hearing Impairments	
14	Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	
15	Individuals Who Are Gifted and Talented	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Observation (10%)** Conduct one observation in a separate inclusive classroom or special education school. Select an appropriate grade level that is different from your field internship. Your observation should involve a direct observational method. You must describe a target behavior, and record observation using a data collection sheet, then write a report about the observation (deceptive report).
- **A Case Study (5 %)** Study a case of a child with disability and prepare a detailed report on his social, emotional and behavioral development, describing and diagnosing any disorder as per the course and external readings (Individual Assignment)
- **Review of previous studies for Scientific Research & Presentation (35%)** Select one journal article in each of the following three categories 1) learning disabilities; 2) behavior disorders, and 3) intellectual disabilities (published during the last five years) using the EBSCO, and summarize and analyze each article. All students are required to present their paper to class on a specified date. Each presentation should not last more than 10 minutes. Students should include the use of technology in their presentation (e.g., PowerPoint presentation, website) and a handout (**a reference list and a summary of their presentation**) for their peer's. Each student will choose a high incident disability as a topic. A six to seven page (excluding the title and the reference pages), typewritten, double-spaced (12 point font size & Times New Roman), review of literature related to the disorder. At least ten sources (published after 2000) must be referenced.
- **Midterm Exam (20%)**. will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%)**. will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1.	Case Study	5	
2.	Observation report	10	
3.	Review of previous studies & Scientific Research & Presentation	35	
4	Midterm Exam	20	
5	Final Exam	35	
Total = 100			

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

Intellectual Property (IP) violations / Plagiarism:

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➤ Qatar National Professional Standards for Teachers:

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students’ learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

Assignment Rubric

➤ Research Paper Rubric

	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Organization	The report is generally confusing and hard to follow. The writing lacks any real organization and it may lack a thesis statement. The body presents support that may be related to the topic but only in a general way. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking.	The report is factual and shows evidence of some work. The writing begins with an introduction that contains a thesis statement, but this might need clarification. The body explores the topic and presents a variety of information. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed.	The report is accurate and clear. The writing begins with an introduction that contains a clear thesis statement. The body explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Transitions link most ideas.	The report is both accurate and compelling. The writing begins with an interesting or provocative introduction that contains a clear and concise thesis statement. The body fully explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Effective and varied transitions link all ideas.	
Elements of Research Reports/Papers	The writer provides a mixture of opinions, facts, and statements. Facts and ideas are often not expressed in the writer’s words or else they lack documentation. The body of the report lacks unity and coherence, and may be difficult to understand. The report may not include a bibliography or source list, or this may be incomplete or incorrect.	The writer provides facts and quotations from more than one source. Facts and ideas are not always documented, or expressed in the writer’s words. The body of the report lacks real unity and coherence, although most details are somewhat related to the topic. The report includes an incomplete or incorrect bibliography or source list.	The writer provides facts and quotations from several sources. Facts and ideas are either expressed in the writer’s words, or else documented. The body of the report supports and develops the writer’s thesis, and it usually exhibits unity and coherence. The report includes a complete bibliography or source list.	The writer provides facts and quotations from a variety of sources. Facts and ideas are either expressed in the writer’s words or else completely and correctly documented. The body of the report supports and develops the writer’s thesis, and it contains no extraneous ideas. The report includes a complete and correct bibliography or source list.	
Grammar, Usage, Mechanics, and Spelling	Numerous errors in mechanics, usage, grammar, or spelling may hinder comprehension. Word choice shows little understanding of the audience.	There are numerous errors in mechanics, usage, grammar, or spelling. Word choice is not always appropriate for the audience.	There are minor errors in mechanics, usage, grammar, or spelling. Word choice is usually appropriate for the audience.	There are few or no errors in mechanics, usage, grammar, or spelling. Word choice is precise and appropriate for the audience.	
Quality of research	Failed to cite even 3 sources. Sources	Cited 3-5 sources Source reliability	Cited 5 sources Sources mostly	Cited 8 or more sources (including 1 or more	

	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
	unreliable. Information interferes with ability of reader to understand paper. Irrelevant to thesis. Information does not support the topic Surface research.	questionable. Information does not interfere with ability of reader to find the source. Some information relevant to thesis. Information provided to support some elements of topic. Surface research.	reliable. (At least 2 interviews) Citation errors minor. Most information included. Sufficient information provided Research of sufficient depth.	interviews) Sources reliable and properly cited. All information included Sufficient information provided to support all elements of topic. Research in-depth and the beyond the obvious, revealing new insights gained.	
Content	Topic unclear and includes no aspects of the project, of inappropriate breadth for length of paper. Missing abstract, subtitles, and resources page Support for thesis insufficient. No organization, transitions, introduction, and no conclusion	Topic includes some aspects of the project, of semi appropriate breadth for length of paper & a topic is partially clear. Only 2-3 in text citations used to support thesis Missing abstract, but includes subtitles, and resources page Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.	Topic includes most aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains somewhat clear and concise abstract, subtitles, and resources page Support for thesis sufficient, but lacking in depth or complexity. Less than 5 in text citations are used to support the thesis. Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.	Topic includes all aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains clear and concise abstract, subtitles, and resources page Support for thesis complex, complete, & in-depth. 5 or more in text citations are used to support the thesis. Writer involved with subject, not merely doing an assignment. Clear and appropriate organization, with effective transitions, introduction, and conclusion.	
Grammar and Mechanics	Voice inconsistent and inappropriate. Incorrect word choices. More than 5 spelling errors. More than 5 errors in agreement, pronouns/antecedents, or tense. More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements	Voice somewhat consistent and appropriate. Correct word choice. More than 3 spelling errors. More than 2 errors in agreement, pronouns/antecedents, or tense. More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements	Voice mostly consistent and appropriate. - Effective word choice. No more than 2 spelling errors. - Fewer or than 1 errors in agreement, pronouns/antecedents, or tense. Fewer than 2 punctuation or capitalization errors. Met most style and min/max page requirements	Consistent and appropriate voice. Sophisticated and precise word choice. No spelling errors. No errors in agreement, pronouns/antecedents, or tense. No punctuation or capitalization errors. Met all style and min/max page requirements	
Bibliography/ Resources	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation make ideas unclear.	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation do not compromise the ideas of the paper.	All sources properly cited in both paper and bibliography. Very few errors in format or punctuation.	All sources properly cited in both paper and bibliography. No errors in format or punctuation.	

➤ **Oral Presentation Rubric**

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	1/5	
	Information is presented in a logical sequence.	1/5	
	Presentation appropriately cites requisite number of references.	1/5	
Content	Introduction is attention getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1/5	
	Technical terms are well defined in language appropriate for the target audience.	1/5	
	Presentation contains accurate information.	1/5	
	Material included is relevant to the overall message/purpose.	1/5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	1/5	
	There is an obvious conclusion summarizing the presentation.	1/5	
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1/5	
	Speaker uses a clear, audible voice.	1/5	
	Delivery is poised, controlled, and smooth.	1/5	
	Good language skills and pronunciation are used.	1	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Information was well communicated.	1	
Score	Total Points	10	

➤ **Observation Checklist RUBRIC**

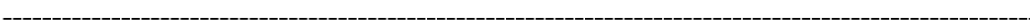
	Unsatisfactory	Needs Improvement	Satisfactory	Target	Score
Item 1	Observation report is poorly organized, with no coherent progression of ideas or content, and numerous lapses in logic.	Observation report is acceptable, with unclear progression of ideas and content	Observation report is good organized, with a clear progression of ideas and content ?	Observation report is well organized, with a clear progression of ideas and content.	
Item 2	Observation report is? very weak and displays no chronological organization whatsoever, but instead skips around chaotically between topics?.	Observation report is displays no chronological organization whatsoever, but instead skips around chaotically between topics.	The Observation report is organized chronologically according to evidence obtained by the student while? observing the child and its follow-up in a scientific manner using observation tool of social behavior	Observation report is organized in chronological order according to the evidence and testimony and information obtained by the student while observing the child, and scientific follow-up, while he/she observes the child and its follow-up using the observation tool and follow-up social behavior of the film's hero, scientifically accurate	
Item 3	Observation report is badly written, with an unacceptable number of grammatical and spelling errors.	Observation report is poorly written, with an unacceptable number of grammatical and spelling errors.	?. Observation report is moderately written, with some grammatical and spelling errors.	Observation report is well written, with a mastery of the Arabic/English language, spelling, & sentence structure.	
Item 4	The Observation report is incorrectly formatted and the assigned format of Times Roman, Simplified Arabic font,	The Observation report is not formatted very well, but the assigned format of Times	The Observation report is formatted in some way other than the assigned format of Times Roman,	The Observation report is properly formatted (Times Roman, Simplified Arabic font, double-	

	Unsatisfactory	Needs Improvement	Satisfactory	Target	Score
	double-spaced, with 1"?", margins are not done.	Roman, Simplified Arabic font, double-spaced, with 1"?", margins are done.	Simplified Arabic font, double-spaced, with 1"? margins?.	spaced, with 1"? margins).	
Item 5	There are no Illustrations.	Illustrations are unclear and irrelevant to the topics being discussed	Illustrations are not used or are unclear and/or irrelevant to the topics being discussed	Illustrations are clear, labeled correctly, and relevant to the topics being discussed	
Item 6	Student has not stated amount to indicate the subject of the observed child and his/her problems, and how to reach a solution to this problem, in a scientific manner?.	Student has stated only a minimal amount to indicate the subject of the observed child and his/her problems and how to reach a solution to this problem in a scientific manner	Student has most stated all evidences to indicate the subject of the child problem, and his/her problems and how to reach a solution to this problem in a scientific manner.	Student has clearly stated all evidences to indicate the subject of the observed child and his/ her problems and how to reach a solution to this problem in a scientific manner.	

➤ Case Study Rubric

	Unsatisfactory	Needs improvement	Acceptable	Target	Score/Level
Analysis and Synthesis	No data (No sources stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	
Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 6. Actively engage in scholarship in education.					
Diagnosis	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student	
Evaluation	No summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or referral	

	Unsatisfactory	Needs improvement	Acceptable	Target	Score/Level
Reflection	No description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Thoughtful description of the experience, the challenges, and the successes	
Miscellaneous	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length.	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length	



Pledge

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).