SPED 3013 Psychology of Retardation  
Spring 2018

Instructor: Douglas M. Butler, Ph.D.  
Section # and CRN: P01  20254  
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Email Address: dmbutler@pvamu.edu  
Office Hours: Open  
Mode of Instruction: Face to Face  
Course Location: Wilhelmina Delco 329  
Class Days & Times: Monday, Wednesday, and Friday 9:00am – 9:50am  
Catalog Description: SPED 3013-P01 (Psychology of Retardation) (3-0) Credit three semester hours

Prerequisites: SPED 3003 (minimum of C pass rate)  
Co-requisites: None  

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don’t receive this email, you can register by simply visiting our course website: Unique Course URL  
Note: our Course Join Code is XXXXXX

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.
Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Notes:

1) For your unique course URL, when logged into your Top Hat course, simply copy and paste the URL address in the address bar

![Image of course URL](https://app.tophat.com/e/677260)

2) As indicated by the image below, your Course Join Code can be found under your course name in the upper left hand corner of your course

![Image of course join code](https://app.tophat.com/e/677260)

3) If you are teaching different courses or sections with Top Hat you’ll want to ensure you modify this blurb for each of your courses.

4) The email invitation referenced above refers to the email invitation sent from your course Student Manager - for additional information and instructions on inviting your students to your course please see here: Professor: Inviting Students to Your Course

Support
Should you require further assistance with Top Hat, our Support Team is here to help! You can contact us directly by way of email (support@tophat.com), the in app support button, the Contact Support button on this page, or calling us at 1-888-663-5491.


Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome #</th>
<th>Alignment</th>
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</thead>
<tbody>
<tr>
<td>KE1.1, 1.2</td>
<td>CEC1.0</td>
<td>Standard IV</td>
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<tr>
<td>KE2.1, 2.2</td>
<td>CEC2.0</td>
<td>Standard VI</td>
</tr>
<tr>
<td>KE3.3/3.2, 3.3</td>
<td>CEC3.0</td>
<td>Standard VII</td>
</tr>
<tr>
<td>KE4.1, 4.2, 4.3, 4.4</td>
<td>CEC4.0</td>
<td>Standard V</td>
</tr>
<tr>
<td>KE5.5, 5.2, 5.3, 5.4, 5.6</td>
<td>CEC5.0</td>
<td>Standard X</td>
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</tbody>
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Major Course Requirements

Course Requirements:
1. Five two-page maximum reviews of journal articles related to topics covered in class or current thinking in the field of mental retardation. (SE 3, 4, CS 2 and CS 3) (50 Points)

2. In class group assignments (5) 10 points each. These assignments will relate to the class topic and associated readings. Candidates will need to be present and participate in the active to earn these points. No make-up will be provided. (SE 3,4, CS 2, 3, 5 and 10) (50 Points)

3. Midterm Test - 50 pts
4. Finals (Comprehensive) – 50 pts

Possible Grade Points

<table>
<thead>
<tr>
<th>Article Reviews</th>
<th>50 Points</th>
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<tbody>
<tr>
<td>Student CEC</td>
<td>25 Points</td>
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<tr>
<td>In Class Assign. (Gp.)</td>
<td>50 Points</td>
</tr>
<tr>
<td>Midterm</td>
<td>50 Points</td>
</tr>
<tr>
<td>Final (Comprehensive)</td>
<td>50 Points</td>
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</tbody>
</table>

Total Points 225 Points
NOTE!!!
A copy of All work must be retained by the candidate. All assignments must be saved on a jump drive (Microsoft Word 2003) to be given to the instructor on the last day of class before a grade can be awarded. Additionally, All candidates are to complete the Student Opinion Survey (SOS) on e-course.

Late assignments will not be accepted. Assignments are to be uploaded into e-course and a hard copy should be brought to class on the day they are due. If the class does not meet on the day the assignment is due, the assignment must be posted/uploaded and a hard copy must be brought to the next class meeting. Please plan accordingly.

Grading Criteria and Conversion:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-70%
F = 60% and below

Semester Calendar
http://www.pvamu.edu/registrar/academic-calendars/spring-2018/

CLASS CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS*
(This schedule is subject to change at the discretion of instructor)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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<tbody>
<tr>
<td></td>
<td>Discussion of syllabus/requirements</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>2/12/18 Article Review Due #1</td>
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<tr>
<td>Week 6</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>2/26/18 Article Review Due #2</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/9/18 Mid-Semester Exam</td>
</tr>
</tbody>
</table>

S P R I N G B R E A K (March 12-17, 2018)
Week 9     Chapter 7     Family Consideration

Week 10    Chapter 8     Characteristics, Mild MR
3/19/18 Article Review Due #3

Week 11    Chapter 9     Characteristics, Severe MR

Week 12    Chapter 10     Infancy and Early Childhood
4/2/18 Article Review Due #4

Week 13    Chapter 11     School Years

Week 14    Chapters 12 & 13     Adult Years & Assistive Technology

Week 15    4/23/18 Article Review Due #5

Week 16    5/10/11 Final Examination

Organizations

American association on Mental Retardation (AAMR)
444 North Capitol Street NW, suite 846
Washington, DC 20001-1512
800-424-3688
info@aamr.org
http://www.aamr.org

American Association of University Affiliated Programs for Persons with Developmental Disabilities (AAUAP)
8630 Fenton Street, Suite 410
Silver spring, MD 20910
info@aauap.org
http://www.aauap.org

The Arc
500 East Border Street, suite 300
Arlington, TX 76010
800-433-5255
thearc@metronet.com
http://thearc.org

Developmental Disability Resource Index
http://www.dfnears.com/library/mr.html
Key Journals

American Education Research Journal
Educational Researcher
ERIC Clearinghouse on Teacher Education
Exceptional Children
Journal of Black Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology
Journal of Negro Education
Journal of School Psychology
Journal of Special Education
Journal of Urban Education
Remedial and Special Education
Review of Educational Research
Teaching Exceptional Children

Websites
Ask ERIC
http://ericir.syr.edu/
Disabilities web site
http://www.ldonline.org
Federal Resource Center for Special Education
http://www.dssc.org/frc/
Special Education and Inclusion Issues
http://www.ndss.org/
Special Education and Technology
http://glef.org
National Clearinghouse for Professionals in Special Education
http://www.specialedcareers.org/
National Information Center for Children and Youth with Disabilities
http://www.nichy.org
Texas Education Agency
http://www.tea.state.tx.us/
The Council for Exceptional Children
http://www.cec.sped.org/
State Board for Education Certification (SBEC)
http://www.sbec.state.tx.us/

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIa, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination,
and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.