INSTRUCTOR:
Kanisha J. Porter, Ph.D.
Phone: 281-928-0212 (cell)
Email address: porterkj@stthom.edu
Office Hours: By appointment

REQUIRED TEXTBOOKS:

SUPPLEMENTAL TEXTBOOKS:

COURSE DESCRIPTION:
This course will focus on contemporary approaches to working with students with mild disabilities. The course is designed to keep educators abreast of critical advances in research and changes in policies that are occurring in both general education and special education. Ultimately, this course is designed to help educators identify students with mild disabilities and help them to succeed in school and in life. The text will include the following areas of study:

- Characteristics of students with mild disabilities and Current Directions
- Assessment/teaching process for students with mild disabilities (IEP and educational setting)
- Theories of working with students with mild disabilities and teaching strategies
- Linkage of evaluation data to Evidence-Based Practices for Students with Mild Disabilities
- Theories about practices/approaches to working with students with mild disabilities (oral language, reading, written language, and mathematics)
- Response to Intervention (RTI)
SOCIAL JUSTICE TENETS GUIDING THIS COURSE:

Exceptionality in Today’s Schools can help improve the effectiveness of teaching—and thus the lives of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic Social Justice Tenets (putting the needs of the poor and vulnerable first) underscore the importance of personalizing instruction that better meets all students’ needs to promote the elimination of poverty and discrimination.

• **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

COURSE OBJECTIVES/LEARNER OBJECTIVES:

By the end of the course, students will be able to:

1. Identify characteristics of children with Learning Disabilities/Intellectual Disabilities
2. Analyze approaches and programs as to their theoretical components.
3. Apply knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques.
4. Participate in the development of evidence-based interventions for a child with LD/ID, including the use of RTI type interventions. (PSEL related)
5. Discuss implications of current research in the area of Mild Disabilities, including students from culturally and/or linguistically diverse backgrounds.
6. Discriminate between various theoretical approaches used in the instruction of children with disabilities.
7. Design a program to meet the needs of children with LD/ID using knowledge of models, theories and philosophies that provide a basis for special education practice.
8. Communicate with representatives from fields related to the education of children with disabilities. (i.e., medicine, psychology)
9. Administer informal tests, checklists, inventories to a student with Mild Disabilities.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>ASSIGNMENT/EXAM</th>
<th>GENERAL DESCRIPTION</th>
<th>SPECIFIC DETAILS</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>Attendance: • Students are expected to attend ALL classes and actively participate in class discussions. Since this is a compressed track course, TWO absences will result in you being dropped from the class.</td>
<td>• Read assigned chapters prior to attending class. Be prepared to ask related questions and share your experiences relevant to the topics of discussion.</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>• There will be five discussion board assignments for weeks two thru six.</td>
<td>• Students will be required to give an original response and two responses to peers.</td>
<td>20%</td>
</tr>
<tr>
<td>Course Activity</td>
<td>Requirements</td>
<td>Grade</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Research Paper and Presentation | - Write a 5-7 page research paper (APA style) on a special education topic that will be given by the instructor.  
- This research paper should include an introduction, literature review, conclusions, and references (a rubric will be provided).  
- Requirements:  
  - Research topic  
  - Type 5-7 pages (APA style)  
  - Use 12 point font, Times New Roman  
  - Use at least 3 peer-reviewed journal articles from reputable journals in the field of special education (e.g. *Exceptional Children*, *Journal of Special Education*)  
  - Present research paper to class on 2/17 | 30% | |
| Electronic Portfolio | - Select one course artifact from this semester to include in your individual e-portfolio.  
- Students will be required to include an artifact from this course to demonstrate effort, achievement, or improvement.  
- This artifact can be audio, video, graphic, or text based.  
- For each course artifact, the student should write at least a paragraph on how the artifact reflects his/her growth.  
- Students will present portfolio to class on 2/24 (last day of class). | 5% | |
| Final Exam | - The exam will be an online comprehensive test covering chapters 1, 2, 4, 5, 6, 7, 12, 13, and 14.  
- The exam will be multiple choice with 3-5 short answer questions. Questions will be based on information from texts, but some may come from the lecture or class activities.  
- The exam will be given five days prior to the due date of 2/28/15 | 30% | |
| **COURSE GRADING SCALE** | | | |
| A: 95-100 | A-: 90-94 | B+: 87-89 | B: 84-86 |
| B+: 80-83 | C+: 77-79 | C: 74-76 | C-: 70-73 |
| D+: 67-69 | D: 64-66 | D-: 60-63 | F: 59 or below |
ADDITIONAL INFORMATION:

- Label your electronic submission (Research Paper, Portfolio) as follows: Title – Your Name (first initial, last name) – Date (e.g., Research Paper – K Porter – 1/13/2015). Keep a copy for your records in a secure location.
- This is a very demanding course that usually requires a full semester. Students are expected to complete all assignments on time. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Plan your schedule carefully.
- The instructor may require a student to complete additional assessments in order to confirm competency.
- Attendance/Participation: Attendance in this course is required – face-to-face and electronically.
- **STUDENT ACCOMMODATIONS:** Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713-525-6983. Please let me know if I can be of any assistance in this regard.
- **ACADEMIC DISHONESTY:** Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Please refer to the APA manual or its website to cite accordingly.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>COURSE CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Topic for Discussions</strong></td>
</tr>
</tbody>
</table>
| 1/13    | ✓ Course overview  
✓ Learning Disabilities and Related Mild Disabilities  
✓ Federal Laws  
✓ Response to Intervention  
✓ Assessment and the IEP Process  
✓ Differentiated Instruction  
✓ Including Students with Mild Disabilities in General Education | 1  
2  
3 |
| 1/20    | ✓ Educational Settings and the Role of the Family  
✓ Theories of Learning: Implications for Teaching  
✓ Learning Strategies Instruction  
✓ Social, Emotional, and Behavioral Challenges  
✓ Behavior Management Strategies  
✓ ADHD and Methods for Teaching Students with ADHD  
✓ Autism Spectrum Disorder  
✓ Discussion Board #1 Due | 4  
5  
6  
7 |
| 1/27    | ✓ Young Children with Disabilities  
✓ Strategies for Young Children in General Education  
✓ Developmental Indicators of Problems in Young Children  
✓ Adolescents with Learning Disabilities and Related Mild Disabilities  
✓ Approaches to Teaching Adolescents with Mild Disabilities  
✓ Postsecondary Programs  
✓ Discussion Board #2 Due | 8  
9 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>✓ Understanding Laws Related to Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ History of Special Education Legislation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Key Provisions of Special Education Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Other Laws Impacting Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Case Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion Board #3 Due</td>
<td>10</td>
</tr>
<tr>
<td>2/10</td>
<td>✓ Spoken Language Difficulties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Types of Language Problems</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>✓ Reading Difficulties</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>✓ Written Expression, Spelling, and Handwriting</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>✓ Mathematical Difficulties</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>✓ Discussion Board #4 Due</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>✓ Guest Speaker (Program Specialist—HISD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Research Paper Presentations (10 minutes each)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Faculty Evaluations Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion Board #5 Due</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>✓ Electronic Portfolio Due (5 minutes each)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Review Final Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ COMPREHENSIVE FINAL EXAM—ONLINE –Due by 5pm on Saturday, February 28th</td>
<td></td>
</tr>
<tr>
<td>NOTE</td>
<td>Directions for “Postings” are in the weekly folders in the content section of Blackboard</td>
<td>Blackboard</td>
</tr>
</tbody>
</table>