University of St. Thomas  
School of Education  
Spring 2016 (Spring Branch)  
EDUC 5345 – Mild Disabilities  
KD52, Cohort #13  
Compressed Track B  
Tuesdays 5-8 pm

LOCATION:  
Katy Spring Branch  
Houston Community College  
1010 W. Sam Houston Parkway, Houston, TX, 77043  
Room 603

INSTRUCTOR:  
Gena Reine, Ph. D.  
Email address: gpreine1@hotmail.com  
Phone: 713-775-7388  
Office Hours: by appointment only

REQUIRED BOOKS:  

COURSE DESCRIPTION:  
This course is designed to provide the student with the educational background needed to understand, assess, and remediate learning disabilities and mild disabilities. This course is designed to develop an awareness of different theoretical approaches to the field of learning disabilities and mental retardation.

Email: Students need to use University of St. Thomas email for the course and check it frequently (unless you have given me an alternate email address). University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed.

Late work: Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties that will cause late submission of work.

Technical Help:  
UST IT Services Support Desk: 713-525-6900 (First Option)  
Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

STATE AND NATIONAL STANDARDS GUIDING THIS COURSE:

<table>
<thead>
<tr>
<th>Course Description</th>
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<tr>
<td>This course is designed to develop an awareness of different theoretical approaches to the field</td>
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of learning disabilities and mental retardation. Major ideas include:

- Underlying cognitive, neuropsychological, and psycholinguistic theories
- Biological/neurological factors related to etiology of mental retardation and learning disabilities
- Characteristics and needs of the populations
- Diagnostic procedures
- Instructional strategies
- Educational/psychosocial implications
- Disordered communication patterns
- Types, levels, and implementation of assistive technologies
- Review of recent literature
- Transition practices
- Collaboration with school and community

**Student Objectives/Outcomes:** By the end of the course, students will be able to:

1. Identify characteristics of children with Learning Disabilities/Mental Retardation
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 interventions for a child with LD/MR.
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/MR 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.

**TEExES (Texas Examinations of Educator Standards) EC-12 Covered:**

- Competency 001 Understands and applies knowledge of the characteristics and needs of students with disabilities
- Competency 002 Understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions
- Competency 003 Understands and applies knowledge of procedures for planning instructions for individuals with disabilities
- Competency 004 Understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology
- Competency 005 Knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations
- Competency 007 Understands and applies knowledge of transition issues and procedures across the life span
- Competency 008 Promotes students’ performance in English language arts and reading
- Competency 009 Promotes students’ performance in mathematics
• Competency 010 Understands the philosophical, historical, and legal foundations of special education
• Competency 011 Applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession
• Competency 012 Knows how to communicate and collaborate effectively in a variety of professional settings

ADDITIONAL COMPETENCIES TO BE EVALUATED**:
1. Are you on time to class and when turning in assignments?—5 points
2. Does your dress and presentation suggest a professional demeanor in a school setting?—5 points
3. Are the questions you ask suggestive of someone who is adequately understanding and processing the material discussed in class?—5 points
4. If you have a problem or question about any of your assignments/grades, do you approach the professor in an intelligent, professional, and respectful demeanor?—5 points
5. Are your assignments presented neatly, well-written, and with thought?—5 points
Total—25 points

COURSE REQUIREMENTS: Students will be expected to:
1. Read the assigned materials.
2. Attend and participate in all classes. You will be graded on your overall competence and professionalism.
3. Complete required assignments—including weekly, individual assignments; a group project; and a final exam.

ASSIGNMENTS AND GRADING:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DESCRIPTION</th>
<th>PT. VALUE</th>
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<tbody>
<tr>
<td>#1 Presentations</td>
<td>45-min group presentation (see additional page)</td>
<td>50</td>
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<tr>
<td>#2- Observation and write-up</td>
<td>Conduct an observation of a student and write up results.</td>
<td>25</td>
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<tr>
<td>#3—review a report, complete activity sheet</td>
<td>You’ll be given a sample report with IQ scores to review and an activity sheet with questions to answer.</td>
<td>25</td>
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<tr>
<td>#4-Measuring Adaptive skills and write up</td>
<td>Find a student, have parent and teacher complete adaptive beh rating scale, score scale and write up results.</td>
<td>25</td>
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<tr>
<td>#5—Final exam in class, open book</td>
<td>Multiple choice and short essay</td>
<td>50</td>
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<tr>
<td>**Attendance and professionalism/competence</td>
<td>Attendance and Professionalism/competence—4 pts/class</td>
<td>28</td>
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<td>TOTAL POSSIBLE POINTS</td>
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<td>203</td>
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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>C-</td>
<td>70-73%</td>
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ADDITIONAL INFORMATION:
• Students are expected to strictly adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university.
• You will need to find a child between ages 5-21 to complete an adaptive skills rating scale with child’s parent. Child must be a volunteer and you must have parent permission before working
with a student. Use provided permission form and include a copy with each assignment submitted. You may work with a relative.

- Do not make any recommendations to the parent or examinee for further testing, psychological, psychoeducational, or medical treatment.
- Students are expected to complete all assignments on time. Plan your schedule carefully.
- The instructor may require a student to resubmit an assignment or complete additional assignments in order to confirm competency.
- Attendance/Participation: The University expects all students to be regular and punctual in class attendance. Frequent unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade, at the discretion of the faculty member, in accordance with the faculty member’s attendance policy included on the course syllabus. In addition, in class demonstrations and administrations of tests are impossible to make up. Consistent tardiness will also be penalized.

UST SHARED GOVERNANCE APPROVED POLICIES:
The Code of Student Conduct and other Student and Academic Policies have been established in order to uphold the academic mission and core values of the University of St. Thomas. It is the students’ responsibility to adhere to the rules, regulations and policies of the University as well as Federal, State, and local laws. The approved policies may be accessed through the myStThom portal under UST Shared Governance.

STUDENT ACCOMMODATIONS:
If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crocker Center. This office can be reached at (713) 525-2169 or 6953.

ACADEMIC DISHONESTY
Taking credit for any thought, idea, or work that is not your own is merely 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. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 pt font, Times New Roman, double space, left justified. Keep in mind that quoting from test manuals when describing tests is not considered plagiarism.

SOCIAL JUSTICE DRAFT PAPER
Be sure to read the 2 page PDF file /attachment.
### PART B: SCHEDULE OF CLASSES

*subject to changes at the professor’s discretion*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>CLASS READINGS TO BE DISCUSSED IN CLASS</th>
<th>TO DO/HOMEWORK</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15—3/21</td>
<td>Preparing</td>
<td><em>Get books</em></td>
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<td></td>
<td></td>
<td>*Read Chap 1 of hard back on own.</td>
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<tr>
<td>#1 3/22</td>
<td>CLASS Reviewing syllabus and assignments</td>
<td>*Choose 2 partners, select a topic from handout with guidelines for presentations, plan your presentation.</td>
<td>* Work on presentations (Assignment #1)</td>
<td>*Work on presentations (Assignment #1)</td>
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<tr>
<td>#2 3/29</td>
<td>CLASS *Social, Emot, Beh. *ADHD and Autism</td>
<td>Text Chapters 6-7; *Workbook Chapters 6, 17</td>
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<tr>
<td>#3 4/5</td>
<td>CLASS *Laws and Ethics *Assmnt and IEP *Clinical Teaching *Test scores *Educ. And Family</td>
<td>* Hardback-chapters 1-4; *Workbook chapters 1-5; 8-9; 22</td>
<td>*Assignment #2—Observation and write-up</td>
<td>*Assignment #1 Presentations—45 min</td>
</tr>
<tr>
<td>#4 4/12</td>
<td>CLASS *Theories of Learning *The Brain and Neuroscience *Measures of IQ</td>
<td>*Read text Chap 5, 10; Wkbk 15</td>
<td>*Assignment #3—review a report, complete activity sheet</td>
<td>* Assignment #2-Observation and write-up</td>
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<tr>
<td>#5 4/19</td>
<td>--CLASS *Assessment of young children *Assessment of ID *Assessing motor skills *Using Adaptive Beh Rating Scales</td>
<td>* Text chap 8-9; Wkbk chap 15-16, 18-20</td>
<td>*Assignment #4—Measuring Adaptive skills and write up</td>
<td>* Assignment #3—review a report, complete activity sheet</td>
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<tr>
<td>#6  4/26 CLASS</td>
<td>* Measuring Achievement</td>
<td>* Text chap11-14; Wkbk Chap 10-14</td>
<td>*Wkbk Chap 21, 23-29</td>
<td>* Assignment #4-Measuring Adaptive skills and write up</td>
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<td>#7  5/3—CLASS LAST CLASS</td>
<td>*Special considerations in Assessment * Final Exam, Open Book</td>
<td>* Wkbk Chap 21, 23-29</td>
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<td>* Final Exam, Open Book</td>
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