### School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
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<tbody>
<tr>
<td><strong>Semester</strong></td>
<td>CTA, Spring 2018</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>EDUC 5320, KD2A</td>
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<tr>
<td><strong>Tuesday, 5:00-8:00pm</strong></td>
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<tr>
<td><strong>Alief Early College HS</strong></td>
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<tr>
<td><strong>Name</strong></td>
<td>Dr. Shelley Swedlaw</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>Cell-281-932-7351</td>
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<td><strong>Emergency only, please</strong></td>
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<tr>
<td><strong>Title</strong></td>
<td>Exceptionality in Today’s Schools</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:sswedlaw@aol.com">sswedlaw@aol.com</a></td>
</tr>
<tr>
<td><strong>Office</strong></td>
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<td><strong>Office Hours</strong></td>
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### Prerequisites
- None

### Textbook(s) Required

### Textbooks(s) Recommended
- The most current copy of the Procedural Safeguards document, as well as the Parent Guide to the ARD process. Both of these are available on the Texas Education website.

### Course Description
- This course will provide an opportunity for students to study the characteristics, needs, and educational implications of the school-age population requiring special education services.
- Primary emphasis will focus on the areas of:
  1. Individuals with intellectual disabilities
  2. Individuals with learning disabilities
  3. Individuals with emotional and behavior disorders
  4. Individuals with speech and language disorders
  5. Individuals with multiple and severe disabilities
  6. Individuals with attention-deficit-hyperactive-disorder
7. Individuals with autism
8. Individuals with visual and hearing impairments

Major topics will include:
1. history of exceptional child education
2. identification, evaluation and intervention procedures relative to students with exceptionalities
3. legal basis for services including IDEA and Section 504
4. the continuum of placements
5. appropriate accommodations and modifications
6. individualized education program (IEP) development and meeting least restrictive environment (LRE) requirements
7. assistive technology

National/Professional Association Standards Guiding Course

National Council for Exceptional Children (CEC) Standards

a) Understand the field of special education as an evolving discipline based on philosophies, evidence-based principles, laws and policies, diverse points of view and human issues that continue to influence the field and treatment of individuals with exceptional needs.

b) Demonstrate respect for their students first as unique human beings and also understand the similarities and differences in human development among individuals with and without exceptional learning needs.

c) Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

d) Possess a repertoire of evidence-based instructional strategies in order to differentiate instruction for individuals with exceptional needs.

e) Create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement in the general education curriculum.

f) Effectively collaborate with families, other educators and personnel from community agencies in culturally responsive ways in order to assure that the needs of students with exceptional educational needs are addressed throughout their schooling as well as during and after their transition to their next environment(s)

Additional Standards:
1. If you are absent once, 2 points will be deducted from your final grade, and each absence after that, the deduction from your final grade is doubled. So for the second absence, 4 points, the third absence, 8 points, etc.
2. Children are not allowed to attend class with you.
3. Selected social justice teachings of the Catholic Church are used to inform the School of Education programs: 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 Outcomes

Upon completion of this course, the student will:

1. Understand the characteristics and needs of students with disabilities.
2. Be familiar with the differences between formal and informal assessment procedures and how to evaluate student competencies to make instructional decisions.
3. Understand procedures for planning culturally responsive instruction for individuals with disabilities.
4. Understand procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology and culturally responsive teaching.
5. Be familiar with strategies to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
6. Understand issues & procedures for teaching appropriate student behavior & social skills.
7. Understand transition issues and procedures across the life span.
8. Understand the philosophical, historical, and legal foundations of special education.
9. Be familiar with professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
10. Know how to communicate and collaborate effectively in a variety of professional settings.
11. Use technology to improve learning and classroom management.

### METHODOLOGY/TECHNOLOGY

This is an on-line and face to face course. Blackboard (BB) will be used as one course delivery and management tool. Students will be expected to utilize BB on a regular basis. Components of BB that will be used on a regular basis include the Syllabus Section, External Links, Grade Center, and Course Documents (for specific assignments and course materials). You are expected to be active learners and submit your assignments on time via BB when possible. You are expected to download course documents, listen to mini-lectures, and keep up with the assigned readings.
### Major Assignments / Final Exam

<table>
<thead>
<tr>
<th>OTHER ASSIGNMENTS (20% of course grade)</th>
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Other Assignments: There are 4 ‘other assignments’ that are in specified Learning Modules. You will submit these assignments through BB.

Each other assignment has a value of 5% towards your final course grade. A grading rubric for other assignments is in the Syllabus section of BB.

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<tr>
<th>MENU ASSIGNMENTS (25% of course grade):</th>
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You will need to choose one (1) of the following five (5) assignments. Although you may complete and submit these assignments anytime during the course, they will be due no later than March 13, 2018.

1. **Conducting a First Person Life History:** For this assignment, you will interview a school age child or adolescent with a disability who is receiving special education services. All information included in your life history should be from the student’s perspective. The goal of this assignment is for you to understand the student’s point of view—to put yourself in his or her shoes. As the listener, your role is to abandon any assumptions that you have and to work at comprehending the subjective reality of your student’s life.

   Your write-up of the interview, in 3 to 5 double-spaced pages, should address the following points:

   - **Background information from student’s perspective**—what is your difficulty in school relative to your learning or behavior? What is your earliest memory of your learning/behavior problem and how did you know there was a problem? What were your initial thoughts/feelings at this time and what were the reactions of others?

   Background information on student’s school history, again, from student’s perspective—since first identified, what past efforts were made to help and what were the results of these efforts.

   - **Participant’s view of his/her current educational program**—what he/she now receives in the way of interventions, accommodations, supports, or services and what the teachers do that helps the student the most to deal with his/her learning/behavioral difficulties.

   What advice the student would give to other younger students with similar...
difficulties. What advice would the student give to teachers with regard to working with students with similar challenges?

- What student sees as his/her current strengths and weaknesses and what goals they have, if any, after graduating from high school as far as further schooling or career goals.

- What new insights did you gain about your interviewee or students with disabilities in general as a result of your interview? How might these insights impact your teaching? Was there anything that surprised or concerned you from your interview?

Grading will be based on the extent to which each above point is covered (50%) and how clear, organized and thoughtful a manner the information is presented (50%).

2. Conducting a Parent Interview: For this assignment you will interview a parent to obtain information regarding the parent’s perspective on his/her child’s disability. Just substitute the parent as the interviewee rather than the student. You are responsible for turning in a summary of your interview experience that includes the following: a) your original interview questions and notes and the parent’s responses to your questions (these may be handwritten) and b) a 2-3 page double-spaced word processed synopsis of the interview findings and a reflection on the information obtained including what you learned from the experience. Each section of the assignment should be clearly labeled and identified. This assignment will be graded based on the depth and clarity of thought and how completely the assignment criteria are addressed.

3. Participating in Field Experience: For this assignment, you will spend a minimum of five (5) hours volunteering in a program for children or youth with exceptionalities. You may volunteer at a location that you select and is approved by the course instructor. Please feel free to volunteer at a combination of programs. Your volunteer experience should be with children or youth with disabilities whose needs you have not previously encountered.

Please keep a record of your volunteer experiences. A fieldwork documentation form is included in the Syllabus section of BB for this purpose. Please complete one form for each location in which you conduct your fieldwork. Your grade for this assignment will be based on the extent to which you address each question on the form (50%) and the clarity, thoughtfulness, and depth of your responses (50%).

4. Creating a Brochure or Planning a Day Long Staff Development Activity for General Education Teachers on Students with Exceptionalities: The intent of this assignment is to give you the opportunity to summarize your perspective on the essential understandings, big ideas, and key points from this course. You will do
this in the form of a brochure or staff development plan targeted to general education teachers with no coursework or experience relative to students with disabilities. Your goal in creating this brochure/development activity is to increase these teachers’ ‘will and skill’ to work with students with disabilities. That is, their motivation to work with special needs learners and their ability to meet their needs. For example, with regard to how to meet the needs of students with disabilities, you may list specific accommodations for specific challenges these teachers may face (e.g., students with autism).

For a brochure, you should include inspiring photos or quotes (for motivation purposes). Listing key internet resources in your brochure for your topic should also be included (for skill purposes).

There are separate grading criteria for the brochure and staff development activity.

Grading for the brochure will be based on the quality, accuracy, and insightfulness of your brochure’s content (one-third of the grade), the extent to which the brochure addresses its intent, i.e., to increase general education teachers’ will and skill to work with special needs learners and listed requirements (one-third of grade), and the brochures attractiveness (one-third of grade).

Grading for the day long staff development activity will be based on the clarity, relevance, creativity, and significance of your plan. Your plan should address your objectives for the day, an agenda of activities for the day related to your objectives, and a description and rationale for each training activity included on your agenda.

5. Creating an Alternative Product- For this assignment, you will create an alternative product that demonstrates significant learning you have experienced from this course. This could be in the form of a collage or poem or some other creative endeavor. Prior approval of the course instructor of your plan for this assignment is required.

PRESENTATION (25% of course grade)
Assignments will be made the first night of class. Be thinking about your area of interest. Possible topics include the following:

1. Physical and Health Impairments (emphasis on ADHD)
2. Intellectual Disabilities
3. Autism Spectrum Disorder
4. Emotional Disturbance
5. Severe and Multiple Disorders
6. Speech and Language Disorders
7. Learning Disabilities
You should address three issues related to your disability category. First, you want to give your classmates a thorough understanding of the nature of students who are labeled with your disability. Who are they? What are their characteristics? What are their challenges and limitations?

The second issue to address for your disability category is the general needs related to learning and functioning in school. In this area, you will describe best practices for teaching students with your disability category. What’s the specific nature of instruction related to your students’ disability category? Related to the nature of instruction, are there some specific IEP goals that are commonly found for your group of students? What are evidence-based instructional strategies, techniques, or programs that have been found effective for your disability category? What type of assessment practices work best with students in your disability category? What about any specific instructional adaptations that are commonly used with students with your disability label? What about school personnel working with your group—who are they and what do they do?

The third and final issue to address relative to your disability category is what can be done to facilitate the successful inclusion of students in your disability category within the general education classroom and in general education settings (with same age peers). This third issue will likely overlap some with the second issue. What instructional strategies would work best in general education settings? What adaptations (i.e., modifications and accommodations) would likely be needed? What supplementary and aids and services would be helpful to the general education teacher (i.e. training, collaboration with a special educator, etc.)? What supplementary and aids and services would be helpful to the student (e.g., peer supports, assistive technology, etc).

Each student will provide a 20-30 minute presentation that includes video clips and other engaging features. Presentations can be prepared with the help of a number of software programs. These include PowerPoint, Prezi, Movie Maker, Story Board, and Photo Story. Teams should send a link to their presentations or their actual presentations to the course instructor.

Presentations will be graded based on the extent to which the presentation addressed the three issues previously identified—the nature of the disability, the needs related to the disability, and how the inclusion of students with your selected disability may be furthered in general education settings (8 points each), and kept within the required timeframe (1 point). Please remember that your presentation should be engaging. Slides are only talking points and should not be read verbatim.

**FINAL EXAM** (30% of course grade):

The final exam will serve as a cognitive organizer for your course experience. It will
require critical and higher order thinking skills. The exam will draw on what you have learned from your course related readings/videos, your completion of the menu assignment, presentations and your active and thoughtful participation in class. Exams will consist of short essay questions and primarily address course essential understandings. You will be asked to reference your responses to course readings by page number and videos viewed by title. The exam is open book and open notes.

Grading Information

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
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Grading:

1. Other assignments 20%
2. Menu assignment 25%
3. Team Presentation (25%)
4. Final Exam (30%)

Student Accommodations

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

Professional Standards of Behavior for Students and Faculty

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th>Taking credit for any thought, idea, or work that is not your own is merely</th>
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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.

**Other Issues**

In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. All work should be original and prepared solely for the designated assignment.

**It is the instructor’s policy that late assignments will not be accepted. No credit will be given for late assignments.** All assignments are due by 5:00 pm the day noted in the syllabus.

All email correspondence will be through my personal email. Please check your email through your my.stthom account daily for correspondence and announcements OR have your StThom e-mail account forwarded to an e-mail account that you check regularly.

**Textbook Information/Options**

Besides being an excellent resource for this course, this textbook will be one that you want to keep for your State Exams and other courses.

Please note that you will not need to purchase the bundled My lab School version of the Friend text.

From the UST Bookstore, you can
purchase a new Friend textbook for $144, a used textbook for $108, and can rent a text for $70. You can purchase an eTextbook for about $59 from coursesmart.com. Other on-line sources for used/new textbooks such as ABE Books can also be used (e.g., the instructor recently found a used text for $84 from a search on ABE Books). If you find a better price from a different source with rapid/inexpensive delivery, please let the instructor know, and he will pass this information on to others participating in the course. Thanks.

Course Schedule

<table>
<thead>
<tr>
<th>Learning Module (LM) Number &amp; Topic</th>
<th>Topic Dates</th>
<th>Information on Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>1/23/18</td>
<td>Read the course syllabus, course documents and grading rubrics and let the instructor know if you have any questions about them. We will discuss in class the details of what will apply to this course. We will discuss assignments, course logistics, and what the educational diagnostician job description entails. Be prepared to share information about the extent of your experience with on-line courses, your current teaching position (if applicable), professional interests related to your career and this course (<a href="#">especially as it relates to a possible Presentation.</a>) Explore the contents of the course on Blackboard. <strong>You do not need to complete the orientation quiz or discussion board.</strong></td>
</tr>
<tr>
<td>Understanding the Special Education Process, Procedure, and Personnel. LM 1 and 2.</td>
<td>1/30/18</td>
<td>Read your textbook chapter 1 on Understanding Special Education and Chapter 2 on Personnel and Procedures of Special Education. Go to LM#1 section in BB and complete Other Assignments, Inclusion Survey. Be prepared to discuss how your school addresses RTI and inclusion.</td>
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<tr>
<td>Collaboration LM4</td>
<td>2/6/18</td>
<td>Read your textbook chapter on Multicultural Perspectives. Go to LM #2 in BB and complete the <strong>Other Assignment on RTI</strong>. Be prepared to discuss how your school schedules, plans for, and conducts ARD meetings.</td>
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<tr>
<td>Students with Learning Disabilities LM5</td>
<td>2/13/18</td>
<td>Read your textbook chapter on Students with Learning Disabilities. Go to LM#5 and complete <strong>Other Assignment Kevin Case Study</strong>. Go to LM #7 and complete <strong>Other Assignments Rosa Case Study</strong>.</td>
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<tr>
<td>Students with Emotional and Behavioral Disorders LM6</td>
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<tr>
<td>Students with Speech and Language Disorders LM9</td>
<td>2/20/18</td>
<td>Read your textbook chapter on Students with Speech and Language Disorders, the chapter on Students with Intellectual and Developmental Disorders, and the chapter on Students with Severe and Multiple Disabilities.</td>
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<tr>
<td>Students with Intellectual and Developmental Disorders LM8</td>
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<tr>
<td>Students with Severe and Multiple Disabilities LM13</td>
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<tr>
<td>Students with Autism Spectrum Disorders LM10</td>
<td>2/27/18</td>
<td>Read your Friend textbook chapter on Students with Autism Spectrum Disorders, the chapter on Students with Attention Deficit-Hyperactivity Disorder, and the chapter on Students with Physical and Health Disabilities</td>
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<tr>
<td>Students with Physical and Health Disabilities (emphasis on ADHD) LM6, LM12</td>
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| Discipline for Students with Disabilities | 3/6/18 | **Final Exam distributed (due 3/13/18) by 5pm)**  
**Deadline for submitting Menu Assignment** |