

“Preparing Professionals for Changing Educational Contexts”

ESP 701 Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 701
II.	Title	Introduction to Special Education and Legal Issues
III.	Credits	3 hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	None
X.	Course Description (Course Introduction)	Survey of the characteristics, training, and educational needs of students with disabilities. Designed for graduate students in special education, general education, nursing, counseling, psychology and related fields.
	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course	<u>CEC Standards</u> Standard #1: Foundations Standard #2: Development and Characteristics of Learners Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #5: Learning Environments and Social Interactions Standard #7: Instructional Planning Standard #8: Assessment Standard #9: Professional and Ethical Practice Standard #10: Collaboration
	COE/INTASC Standards Addressed in this Course	<u>INTASC Standards</u> Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice

		Standard #10: Leadership and Collaboration
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XI. Knowledge Objectives and Related CEC Standards

Upon completion of this course students will be able to meet the following objectives:

<p>1. Students will be able to identify federal laws and related regulations that provide educational services to students with disabilities and discuss specific ways these laws and regulations have improved the outcomes of the population.</p> <p>CEC Standards Standard 1: Foundations Standard 9: Professional and Ethical Practice Standard 10: Collaboration</p>	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice.
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
ICC1K8	Historical points of view and contribution of culturally diverse groups.
<p>INTASC Standard 9: Professional Learning and Ethical Practice INTASC Standard 10: Leadership and Collaboration</p>	
Performance	<p>9(a): The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>10(d): The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p>
Essential Knowledge	<p>9(j): The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>10(m): The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p>
Critical	9(o): The teacher understands the expectations of the profession including codes of

Dispositions	ethics, professional standards of practice, and relevant law and policy. 10(q): The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
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<p>2. Students will be able to describe the characteristics and educational needs of students with disabilities and other exceptional learners.</p> <p>CEC Standards: Standard 1: Foundations Standard 2: Development and Characteristics of Learners Standard 3: Individual Learning Differences Standard 8: Assessment</p>	
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC2K2	Educational implications of characteristics of various exceptionalities.
ICC2K6	Similarities and differences among individuals with exceptional learning needs.
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
ICC8K3	Screening, pre-referral, and classification procedures.
<p>INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 6: Assessment</p>	
Performance	<p>1(b): The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>2(f): The teacher access resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</p>
Essential Knowledge	<p>1(e): The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>2(h): The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>6(o): The teacher knows when and how to evaluate and report learner progress against standards.</p>
Critical Dispositions	1(h): The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

	<p>2(m): The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>6(v): The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>
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<p>3. Students will be able to define and discuss the appropriate use of the assessment processes used to (a) identify individuals with disabilities, (b) determine needed services, and (c) monitor progress related to the provision of services.</p> <p>CEC Standards: Standard 7: Instructional Planning Standard 8: Assessment</p>	
ICC7S4	Use functional assessments to develop intervention plans.
ICC8K4	Use and limitations of assessment instruments.
ICC8S4	Interpret information from formal and informal assessments.
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
<p>INTASC Standard 6: Assessment INTASC Standard 7: Planning for Instruction</p>	
Performance	<p>6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>
Essential Knowledge	<p>6(k): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.</p>
Critical Dispositions	<p>6(q): The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p>

<p>4. Students will be able to identify and describe strategies to differentiate instruction for students with disabilities and other exceptional learners.</p> <p>CEC Standards: Standard 4: Instructional Strategies Standard 5: Learning Environments and Social Interactions Standard 7: Instructional Planning Standard 8: Assessment</p>	
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ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC5K3	Effective management of teaching and learning.
ICC7K3	National, state or provincial, and local curricula standards.
ICC8K5	National, state or provincial, and local accommodations and modifications.
INTASC Standard 3: Learning Environments INTASC Standard 4: Content Knowledge INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies	
Performance	<p>3(d): The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>4(f): The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>7(a): The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>
Essential Knowledge	<p>3(k): The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>4(l): The teachers knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>7(g): The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>
Critical Dispositions	<p>3(q): The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>4(r): The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p> <p>7(n): The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>8(p): The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p>

<p>5. Students will be able to define and describe the collaborative practices used to support the academic achievement of students with disabilities and other exceptional learners.</p> <p>CEC Standards: Standard 9: Professional and Ethical Practices Standard 10: Collaboration</p>	
ICC9K1	Personal and cultural biases and differences that affect one's teaching.
ICC10K1	Models and strategies of consultation and collaboration.
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
<p>INTASC Standard 9: Professional Learning and Ethical Practice INTASC Standard 10: Leadership and Collaboration</p>	
Performance	<p>9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>10(b): The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p>
Essential Knowledge	<p>9(h): The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>10(n): The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p>
Critical Dispositions	<p>9(l): The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>10(r): The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p>

XII. RESULTS

Course Objectives	Related CEC Standards	Related INTASC Standards	Measurement/Evaluation
<p>1. Students will be able to identify federal laws and related regulations that provide educational services to students with disabilities and discuss specific ways these laws and regulations have improved the outcomes of the population.</p>	<p>ICC1K1, ICC1K4, ICC1K8</p>	<p>Performance: 9(a), 10(d) Essential Knowledge: 9(j), 10(m) Critical Dispositions: 9(o), 10(q)</p>	<p>Quizzes Exams Final Reflection</p>

2. Students will be able to define and discuss the appropriate use of the assessment processes used to (a) identify individuals with disabilities, (b) determine needed services, and (c) monitor progress related to the provision of services.	ICC7S4, ICC8K4, ICC8S4, ICC8S8	Performance: 1(b), 2(f), 6(g) Essential Knowledge: 1(e), 2(h), 6(o) Critical Dispositions: 1(h), 2(m), 6(v)	Quizzes Exams Assessment/Differentiated Plan
3 Students will be able to describe the characteristics and educational needs of students with disabilities and other exceptional learners.	ICC1K5, ICC2K2, ICC3K5, ICC2K6, ICC8K3	Performance: 6(c), 7(d) Essential Knowledge: 6(k), 7(l) Critical Dispositions: 6(q), 7(n)	Quizzes Exams Disability Facts Sheets Observation/Interview
4. Students will be able to identify and describe strategies to differentiate instruction for students with disabilities and other exceptional learners.	ICC4K1, ICC5K3, ICC7K3, ICC8K5	Performance: 3(d), 4(f), 7(a), 8(a) Essential Knowledge: 3(k), 4(l), 7(g), 8(k) Critical Dispositions: 3(q), 4(r), 7(n), 8(p)	Quizzes Exams Observation/Interview Assessment/Differentiated Plan
5. Students will be able to define and describe the collaborative practices used to support the academic achievement of students with disabilities and other exceptional learners.	ICC9K1, ICC10K1, ICC10S6	Performance: 9(c), 10(b) Essential Knowledge: 9(h), 10(n) Critical Dispositions: 9(l), 10(r)	Quizzes Exams Observation/Interview Final Reflection

XIII. COURSE RESOURCES

Required Materials

Gargiulo, R. M. (2014). *Special education in contemporary society : An introduction to exceptionality* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Additional required course materials and readings can be found on the course website, found at www.webcampus.unlv.edu.

XIV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

- Boyle, J. R. & Danforth, S. (2001). *Cases in special education* (2nd ed.). New York, NY: McGraw-Hill Higher Education.
- Friend, M. (2012). *Special Education: Contemporary perspectives for school professionals*. Boston, MA: Pearson Education
- Friend, M., & Bursuck, W. (2012). *Including students with special needs: A practical guide for classroom teachers*. (6th ed.). Boston: Allyn and Bacon.
- Gibb, G. S., & Dyches, T. T. (2000). *Guide to writing quality individualized education programs: What's best for students with disabilities?* Boston, MA: Allyn & Bacon.
- Hallahan, D.P., Kauffman, J.M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education*. (12th ed.). New York: Allyn and Bacon.
- Maanum J. L. (2001). *The general educator's guide to special education: A resource handbook for all who work with children with special needs*. Minnetonka, MN: Peytral Publications, Inc.
- Smith, D. (2007). *Introduction to Special Education Making a Difference*. (6th ed.) Boston: Allyn and Bacon.
- Smith, D. (2008). *Teaching Students with Special Needs in Inclusive Settings*. (5th ed.). Boston: Allyn and Bacon.

Suggested Internet Resources

- The Council for Exceptional Children: <http://www.cec.sped.org>
- ARC: <http://www.thearc.org/>
- Inclusive Education: Legal requirements and court cases: <http://www.uni.edu/coe/inclusion/legal/>
- Information about inclusive / special education resources: <http://www.familyvillage.wisc.edu/education/inclusion.html>
- National Center for Learning Disabilities: <http://www.nclld.org/>

XV. ASSIGNMENTS

1. **Attendance/Participation (5 points per class: total of 75 pts.):** Much of the value in the course lies in our class discussions, interactive lessons and reflections. It is important that you are in class on time, and for the entire time. There will be many in-class activities. Therefore, **attendance and active participation are required.** Class discussion is the primary vehicle for communication within this community of inquiry.

2. Disability Facts Sheet (100 points)

Purpose: The purpose of this assignment is for you to understand who students identified with specific disabilities are and what their educational needs tend to be. Additionally, this assignment will help you identify and evaluate specific evidence-based academic and social-emotional interventions that may be used to support the identified needs. You will share these assignments with the rest of the class to develop a holistic understanding of all disability categories covered under the Individuals with Disabilities Education Improvement Act (IDEA).

Skills: As a result of this assignment, you will be able to engage in several professional skills that are important for special education professionals. These include:

- Identifying and describing the educational needs of students with different categories of disabilities.
- Evaluating the impact of specific needs on the academic and social-emotional outcomes of students with disabilities.
- Pairing specific evidence-based strategies and accommodations with the needs of students with disabilities.

Knowledge: As a result of this assignment, you will build a strong foundational knowledge of core principles of special education. These include knowledge of:

- Specific characteristics of students with disabilities,
- The needs of students with varied types of disabilities, and
- Evidence-based strategies and accommodations you can use to support learner needs.
- Resources available to support students with specific types of disabilities.

Task: To complete this assignment, you will need to

1. Sign up for one of the 13 disability categories funded under IDEA.
2. Research the characteristics of your chosen disability, including definitions and acronyms associated with the disability category.
3. Explore the ways the specific disability category is diagnosed and the provision of services to support students identified in that category.
4. Research evidence-based academic and social-emotional interventions to support the specific needs of students with the identified disability.
5. Choose specific evidence-based academic and social-emotional interventions to address specific academic and behavioral needs.
6. Identify specific resources available for students and their families.
7. Develop a disability facts sheet that displays the characteristics and needs of the population of students with disabilities; be creative.
8. Disseminate your facts sheet to other students in the class.

3. Developing an Assessment Plan and a Differentiated Lesson Plan (75 points)

Purpose: The purpose of this assignment is to for you to begin applying the evidence-based strategies you identified when creating your disability facts sheet to the educational needs of a student with a disability, and ultimately to create a differentiated lesson plan that integrates these strategies to support a student's learning outcomes.

Knowledge: As a result of this activity, you will know and understand:

- how to read a summary of present levels of education.
- the priority needs of students with disabilities as they relate to academic and social-emotional learning outcomes.
- the foundations of differentiation and the structure of a differentiated lesson plan.

Skills: As a result of this activity, you will be able to:

- identify specific needs of a student with a disability, both academic and behavioral.
- prioritize the specific areas that need to be addressed to improve academic and behavioral outcomes.
- create a differentiation plan to support the learning of students with disabilities using evidence-based instructional practices.

Task: You will engage in the following tasks:

1. Analyze a provided case study of a particular group of students with disabilities.
2. Discuss the academic and behavioral needs of the student presented in the case study.
3. Prioritize the areas of need for academic and behavioral intervention.
4. Develop specific objectives that the students in the case study should work toward.
5. Identify evidence-based practices to support the differentiation needs of students with disabilities.
6. Create a differentiated lesson plan that incorporates evidence-based practices that will increase academic and behavioral outcomes of the identified student.

4. Two Teacher Interviews: (50 points)

Each student will interview a current special education teacher and a general education teacher about his/her experiences working with students who have disabilities, as well as their ideas about inclusion. The Interview will be conducted in-person. A narrative of the Interview and a personal reflection on the experience will be submitted.

5. Exams (75 points)

There will be three exams during the semester. The final exam will count as the third exam. There will be no make-up examinations. Missed exams will result in a score of zero (0). Each exam is worth 25 points.

XVI. PERFORMANCE ASSESSMENTS

None of the assessments in this class are performance assessments. As this is an introductory/survey course, students do not work directly with pupils or their families to apply the knowledge and skills covered in the course.

XVII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two

links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery,

access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XVIII. GRADING POLICY

All assignments are to be submitted through WebCampus prior to class on the date indicated in the syllabus. 5 points will be deducted for each day an assignment is late. The following scale will be used to determine the course grade:

Points Earned	Percentage Score	Grade
349 – 375	93% - 100%	A
338 – 348	90% - 92.9%	A-
330 – 337	88% - 89.9%	B+
312 – 329	83% - 87.9%	B
300 – 311	80% - 82.9%	B-
293 – 299	78% - 79.9%	C+
274 – 292	73% - 77.9%	C
263 – 273	70% - 72.9%	C-
225 – 262	60% - 69.9%	D
0 – 224	0 – 59.9%	F

XIX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
Laws and Processes in Special Education			
1 8/30/16	Course Introduction Special Education in Context: People, Concepts, and Perspectives	Gargiulo (2015) Chapter 1	
2 9/6/16	Policies, Practices and Programs	Gargiulo (2015) Chapter 2 Read and print IRIS Comparison of IDEA, 504, ADA and NCLB	
3 9/13/16	Co-Teaching	Read: Observing Co-Teaching: What to Ask For, Look For, and Listen Murawski, W. W.& Lochner, W.W. (See WebCampus)	
4 9/20/16	Cultural and Linguistic Diversity and Exceptionality	Gargiulo (2015) Chapter 3	
5 9/27/16	Parents, Families, and Exceptionality	Gargiulo (2015) Chapter 4	
6 10/4/16	Assistive Technology	Gargiulo (2015) Chapter 5	
Characteristics of Students with Different Types of Disabilities and Examples of Evidence-Based Interventions to Support Their Needs (Disability Facts Handouts Due on Date of Lecture Matching Associated Disability Category)			
7 10/11/16	Individuals with Intellectual Disabilities	Gargiulo (2015) Chapter 6	
8 10/18/16	Exam #1 Chapters 1, 2, 3, 4, 5 online		Due on Webcampus, 10/18 by 11:59 PM
9 10/25/16	Individuals with Learning Disabilities F.A.T City Viewing	Gargiulo (2015) Chapter 7	
10 11/1/16	Individuals with Attention Deficit Hyperactivity Disorder	Gargiulo (2015) Chapter 8	

11 11/8/16	Individual with Emotional or Behavioral Disorders	Gargiulo (2015) Chapter 9	Interviews Due
12 11/15/16	Individuals with Autism Spectrum Disorders	Gargiulo (2015) Chapter 10	Exam #2 Chapters 6, 7, 8, & 9 Due on Webcampus, 11/20 by 11:59 PM
13 11/22/16	Individuals with Speech and Language Impairments, Hearing Impairments, and Visual Impairments Sound & Fury Viewing	Gargiulo (2015) Chapter 11, 12, 13	
14 11/29/16	Individuals with Physical Disabilities, Health Disabilities and Related Low-Incidence Disabilities Individuals Who are Gifted and Talented	Gargiulo (2015) Chapter 14, 15	Assessment and Differentiated Lesson Plan Due
15 12/6/16	The IEP		
16 12/13/16	Finals Week		FINAL EXAM Chapters 10, 11, 12, 13, 14, 15 & IEP due on Webcampus, 12/13 by 11:59 PM

Disability Facts Sheet Rubric

	Target	Acceptable	Unacceptable
<p>Identification of Specific Characteristics of Students with Disabilities (25 points)</p>	<ul style="list-style-type: none"> -Included the IDEA definition of students with identified disability. -Discussed academic and social-emotional characteristics of disability. -Used research to support identified characteristics. 	<ul style="list-style-type: none"> -Included a definition of students with disability, but did not include IDEA definition. -Discussed characteristics of disability, but discussion not thorough. -Used research to support identified disabilities. 	<ul style="list-style-type: none"> -Did not include a clear definition of students with identified disability. -Characteristics of disability were not discussed or were not clear. -Characteristics described were not based on research.
<p>Description of Academic and Social-Emotional Needs of Students with Disabilities (25 points)</p>	<ul style="list-style-type: none"> -Described both academic and social-emotional needs of students with disabilities. -Discussed evaluation techniques for different types of disabilities. -Described resources to support students with disabilities. 	<ul style="list-style-type: none"> -Included a description of either academic or social-emotional needs, but did not include both. -Discussed assessment techniques, but discussion was not thorough. -Included some resources, but were not thorough. 	<ul style="list-style-type: none"> -Did not include a thorough description of academic or social-emotional needs. -Did not include assessment techniques. -Did not include resources that can be used by students or families.
<p>Evidence-Based Academic and Social Emotional Interventions to Support Students with Disabilities (25 points)</p>	<ul style="list-style-type: none"> -Identified specific evidence-based interventions for academic and social-emotional needs. -Paired appropriate evidence-based interventions with the needs of students. 	<ul style="list-style-type: none"> -Discussed some practices, but did not describe specific practices that could be used. -Made some connections between practices and needs, but they were not clear. 	<ul style="list-style-type: none"> -Practices discussed were not evidence-based. -Connections were not clear or suggested practices did not connect with the needs of students with disabilities.

<p>Writing, Mechanics, and Professionalism of Handout (25 points)</p>	<ul style="list-style-type: none"> -APA citations used in-text and as references -Disability facts sheet contains grammatically sound writing and mechanics. -Handout was creative and professional. -Disseminated handout to other students in class. 	<ul style="list-style-type: none"> -APA citations used in-text and as references -Disability facts sheet was mostly grammatically sound, but major errors were noted. -Handout was clear, but not creative. -Disseminated handout to other students in class. 	<ul style="list-style-type: none"> -APA not followed -Disability facts sheet contained many grammatical errors that made it difficult to understand. -Handout was difficult to follow. -Did not disseminate handout to other students.
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Evaluation Rubric for Interview Project

Proficiency Levels	Content	Format/Mechanics of Paper
Target: Exemplary 90-100 points	<input type="checkbox"/> Reflection exceeds expectations in quality and quantity <input type="checkbox"/> Interview questions are answered thoroughly	<input type="checkbox"/> consistent organization <input type="checkbox"/> flows smoothly, easy to follow <input type="checkbox"/> free of major typographical errors (<3) <input type="checkbox"/> free of multiple spelling errors (<3)
Acceptable 70-89 points	<input type="checkbox"/> Reflection meets expectations in quality and quantity <input type="checkbox"/> Interview questions are answered completely	<input type="checkbox"/> inconsistent organization <input type="checkbox"/> paper is difficult to follow <input type="checkbox"/> paper has 3-4 typographical or spelling errors
Unacceptable 69 points or below	<input type="checkbox"/> Reflection fails to meet expectations in quality and quantity <input type="checkbox"/> Interview questions are not all answered or brief answers are recorded	<input type="checkbox"/> no logical sequence and order; very difficult to read and follow <input type="checkbox"/> poor grammar, spelling, mechanics, multiple typographical errors (>4) <input type="checkbox"/> synopsis is hand-written
TOTAL		

Comments:

Differentiated Lesson Plan Rubric

Criteria for Success:

	Target	Acceptable	Unacceptable
<p>Prioritization of Educational Needs of Student with Disability (25 points)</p>	<ul style="list-style-type: none"> -Accurate analysis of present levels of educational performance. -Prioritized accurate academic, behavioral, or social-emotional variables for intervention. -Justification of prioritized variables aligned to needs of students. 	<ul style="list-style-type: none"> -Analysis of present levels of educational performance was mostly accurate. -At least two of the prioritized variables were appropriate and accurate based on present levels. -Justification of variables loosely connected to data in present levels. 	<ul style="list-style-type: none"> -Analysis of present levels of educational performance was not accurate; several major errors were noted. -Identified one or fewer prioritized variables or variables were not aligned with data. -Justification of variables was not provided.
<p>Objectives for the Academic and Behavioral Outcomes of Student with Disability (25 points)</p>	<ul style="list-style-type: none"> -Objective is specific, observable, and measurable. -Objective contains four parts (e.g., learner, behavior, condition, criteria). -Objective is clearly aligned to identified needs in present levels of performance. -Objective is attainable. 	<ul style="list-style-type: none"> -Objective was missing either specificity, observability, or measurability. -Objective contained three of the four required parts. -Objective was somewhat aligned with present levels, although exact connection was not clear. -Objective is attainable. 	<ul style="list-style-type: none"> -Objective was not specific, observable, or measurable. -Objective contained two or fewer of the required parts. -Objective was not connected to present levels of performance. -Objective is not attainable.
<p>Differentiated Lesson Plan (25 points)</p>	<ul style="list-style-type: none"> -Lesson plan contains evidence-based practices for supporting learning of student with disability. -Practices in lesson plan are accurate and appropriate for targeted objective. -Lesson plan is well sequenced and easily understood. 	<ul style="list-style-type: none"> -Lesson plan contained evidence-based practices for supporting learning. -Practices were somewhat aligned to the objective, but were not exactly appropriate for mastery. -Lesson plan is well explained, but sequence is not 	<ul style="list-style-type: none"> -Practices discussed were not evidence-based or not aligned to learning. -Practices would not support student in mastering the objective. -Lesson plan was not well explained or was not appropriate for mastery of the objective.

		appropriate for objective.
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