“Preparing Professionals for Changing Educational Contexts”

EDSP 411 Syllabus
Department of Educational and Clinical Studies, Special Education Program
College of Education, University of Nevada Las Vegas

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix &amp; Number</th>
<th>EDSP 411</th>
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<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Students with Disabilities in General Education</td>
</tr>
<tr>
<td>III.</td>
<td>Credits</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>IV.</td>
<td>Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor</td>
<td>Mona Nasir-Tucktuck, Ph.D.</td>
</tr>
<tr>
<td>VI.</td>
<td>Office/Phone/Email</td>
<td>CEB 110; (702) 895-1104; <a href="mailto:Mona.Tucktuck@unlv.edu">Mona.Tucktuck@unlv.edu</a></td>
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<tr>
<td>VII.</td>
<td>Class Location</td>
<td>CEB 214 and online</td>
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<td>VIII.</td>
<td>Office Hours</td>
<td>Tuesday 1:00-4:00 or by appointment</td>
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<tr>
<td>IX.</td>
<td>Prerequisites</td>
<td>None</td>
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<tr>
<th>X.</th>
<th>Course Description (Course Introduction)</th>
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<tr>
<td></td>
<td>Exploration of techniques/principles commonly employed in special education and their usefulness to regular class teachers, recreation personnel, parents, and others who work with handicapped children in regular settings.</td>
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<table>
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<tr>
<th>Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course</th>
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<td>CEC Standards</td>
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<tr>
<td>Standard #1: Foundations</td>
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<td>Standard #2: Development and Characteristics of Learners</td>
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<td>Standard #3: Individual Learning Differences</td>
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<td>Standard #4: Instructional Strategies</td>
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<td>Standard #5: Learning Environments and Social Interactions</td>
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<td>Standard #7: Instructional Planning</td>
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<td>Standard #9: Professional and Ethical Practice</td>
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<tr>
<th>COE/INTASC Standards Addressed in this Course</th>
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<tbody>
<tr>
<td>INTASC Standards</td>
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<tr>
<td>Standard #1: Learner Development</td>
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<tr>
<td>Standard #2: Learning Differences</td>
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<td>Standard #3: Learning Environments</td>
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<td>Standard #4: Content Knowledge</td>
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<td>Standard #6: Assessment</td>
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<td>Standard #8: Instructional Strategies</td>
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<td>Standard #9: Professional Learning and Ethical Practice</td>
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<td>Standard #10: Leadership and Collaboration</td>
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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:

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.

   **CEC Standards**
   - Standard 1: Foundations
   - Standard 9: Professional and Ethical Practice
   - Standard 10: Collaboration

<table>
<thead>
<tr>
<th>ICC1K1</th>
<th>Models, theories, philosophies, and research methods that form the basis for special education practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC1K4</td>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
</tr>
<tr>
<td>ICC1K8</td>
<td>Historical points of view and contribution of culturally diverse groups.</td>
</tr>
</tbody>
</table>

   **INTASC Standard 9: Professional Learning and Ethical Practice**
   - Performance 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.
   - Performance 10(d): The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

   **INTASC Standard 10: Leadership and Collaboration**
   - Essential Knowledge 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).
   - Essential Knowledge 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.

   **Critical Dispositions**
   - 9(o): The teacher understands the expectations of the profession including codes of 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.

2. Students will be able to describe the characteristics and educational needs of students with disabilities and other exceptional learners, including students with disabilities from culturally and linguistically diverse backgrounds.

   **CEC Standards:**
   - Standard 1: Foundations
   - Standard 2: Development and Characteristics of Learners
   - Standard 3: Individual Learning Differences
   - Standard 8: Assessment

<table>
<thead>
<tr>
<th>ICC1K5</th>
<th>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</th>
</tr>
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<tbody>
<tr>
<td>ICC2K2</td>
<td>Educational implications of characteristics of various exceptionalities.</td>
</tr>
<tr>
<td>ICC2K6</td>
<td>Similarities and differences among individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>ICC3K5</td>
<td>Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</td>
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<tr>
<td>ICC8K3</td>
<td>Screening, pre-referral, and classification procedures.</td>
</tr>
</tbody>
</table>
| **INTASC Standard 1: Learner Development**  
**INTASC Standard 2: Learning Differences**  
**INTASC Standard 6: Assessment** | **Performance**  
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.  
2(f): The teacher access resources, supports, and specialized assistance and services to meet particular learning differences or needs.  
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. |
| **Essential Knowledge** | **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.  
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.  
6(o): The teacher knows when and how to evaluate and report learner progress against standards. |
| **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.  
2(m): The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.  
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. |

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.

**CEC Standards:**  
**Standard 7: Instructional Planning**  
**Standard 8: Assessment**

| 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. |
| **INTASC Standard 6: Assessment**  
**INTASC Standard 7: Planning for Instruction** | **Performance**  
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. |
<table>
<thead>
<tr>
<th>Essential Knowledge</th>
<th>7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</th>
</tr>
</thead>
</table>
| Critical Dispositions | 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.  
7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses. |

4. Students will be able to identify and describe evidence-based techniques and strategies to differentiate instruction for students with disabilities and other exceptional learners.

**CEC Standards:**
- Standard 4: Instructional Strategies
- Standard 5: Learning Environments and Social Interactions
- Standard 7: Instructional Planning
- Standard 8: Assessment

<table>
<thead>
<tr>
<th>ICC4K1</th>
<th>Evidence-based practices validated for specific characteristics of learners and settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC5K3</td>
<td>Effective management of teaching and learning.</td>
</tr>
<tr>
<td>ICC7K3</td>
<td>National, state or provincial, and local curricula standards.</td>
</tr>
<tr>
<td>ICC8K5</td>
<td>National, state or provincial, and local accommodations and modifications.</td>
</tr>
</tbody>
</table>

**INTASC Standard 3: Learning Environments**
- INTASC Standard 4: Content Knowledge
- INTASC Standard 7: Planning for Instruction
- INTASC Standard 8: Instructional Strategies

| Performance | 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.  
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.  
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.  
8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Essential Knowledge | 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.  
4(l): The teachers knows and uses the academic language of the discipline and knows how to make it accessible to learners. |
| Critical Dispositions | 7(g): The teacher understands content and content standards and how these are organized in the curriculum.  
8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. |
| Critical Dispositions | 3(q): The teacher seeks to foster respectful communication among all members of the learning community.  
4(r): The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.  
7(n): The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.  
8(p): The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. |

5. Students will be able to define and describe the conceptual frameworks and collaborative practices used to support the outcomes of students with disabilities and other exceptional learners, and will be able to align their philosophy and practice with these frameworks and collaborative practices by determining how they will use these ideas in their teaching practice.

**CEC Standards:**  
**Standard 9: Professional and Ethical Practices**  
**Standard 10: Collaboration**

| 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. |

**INTASC Standard 9: Professional Learning and Ethical Practice**  
**INTASC Standard 10: Leadership and Collaboration**

| Performance | 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.  
10(b): The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. |
| Essential Knowledge | 9(h): The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.  
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. |
| Critical Dispositions | 9(l): The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.  
10(r): The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. |

XII. RESULTS
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Related CEC Standards</th>
<th>Related INTASC Standards</th>
<th>Measurement/Evaluation</th>
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<tbody>
<tr>
<td>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.</td>
<td>ICC1K1, ICC1K4, ICC1K8</td>
<td>Performance: 9(a), 10(d) Essential Knowledge: 9(j), 10(m) Critical Dispositions: 9(o), 10(q)</td>
<td>Discussion and Online Activity #1 Discussion and Online Activity #2 Midterm Final</td>
</tr>
<tr>
<td>2. Students will be able to describe the characteristics and educational needs of students with disabilities and other exceptional learners, including students with disabilities from culturally and linguistically diverse backgrounds.</td>
<td>ICC1K5, ICC2K2, ICC3K5, ICC2K6, ICC8K3</td>
<td>Performance: 6(c), 7(d) Essential Knowledge: 6(k), 7(l) Critical Dispositions: 6(q), 7(n)</td>
<td>Disability Case Analysis #1 Disability Case Analysis #2 Midterm Final</td>
</tr>
<tr>
<td>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.</td>
<td>ICC7S4, ICC8K4, ICC8S4, ICC8S8</td>
<td>Performance: 1(b), 2(f), 6(g) Essential Knowledge: 1(e), 2(h), 6(o) Critical Dispositions: 1(h), 2(m), 6(v)</td>
<td>Discussion and Online Activity #3 Disability Case Analysis #1 Disability Case Analysis #2 Midterm Final</td>
</tr>
<tr>
<td>4. Students will be able to identify and describe evidence-based techniques and strategies to differentiate instruction for students with disabilities and other exceptional learners.</td>
<td>ICC4K1, ICC5K3, ICC7K3, ICC8K5</td>
<td>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)</td>
<td>Discussion and Online Activity #4 Disability Case Analysis #1 Disability Case Analysis #2 Midterm Final</td>
</tr>
<tr>
<td>5. Students will be able to define and describe the conceptual frameworks and collaborative practices used to support the outcomes of students with disabilities and other exceptional learners, and will be able to align their philosophy and practice with these frameworks and collaborative practices by determining how they will use these ideas in their teaching practice.</td>
<td>ICC9K1, ICC10K1, ICC10S6</td>
<td>Performance: 9(c), 10(b) Essential Knowledge: 9(h), 10(n) Critical Dispositions: 9(l), 10(r)</td>
<td>Discussion and Online Activity #2 Discussion and Online Activity #5 Midterm Final</td>
</tr>
</tbody>
</table>
XIII. COURSE RESOURCES

Required Materials


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


**Suggested Internet Resources**

The Council for Exceptional Children: [http://www.cec.sped.org](http://www.cec.sped.org)


Inclusive Education: Legal requirements and court cases: [http://www.uni.edu/coe/inclusion/legal/](http://www.uni.edu/coe/inclusion/legal/)

Information about inclusive / special education resources: [http://www.familyvillage.wisc.edu/education/inclusion.html](http://www.familyvillage.wisc.edu/education/inclusion.html)


**XV. ASSIGNMENTS**

There are five (5) assignments in EDSP 411 – Students with Disabilities in General Education Settings. They are:

1. Discussions and Online Activities (25% of grade)
2. Disability Case Analysis #1 (25% of grade)
3. Disability Case Analysis #2 (25% of grade)
4. Midterm Exam (10% of grade)
5. Final Exam (15% of grade)

Each assignment will be graded out of 100 and then weighted according to the percentages listed above. All assignments will be submitted online via Webcampus by 10:00 PM on the date indicated in the syllabus. **THERE WILL BE NO EXCEPTIONS – ANY ASSIGNMENTS SUBMITTED VIA ANY OTHER FORMAT OR AFTER THE DATE LISTED IN THE SYLLABUS WILL NOT BE ACCEPTED.**

Each assignment is described in detail below.

1. **Discussions and Online Activities (5 total; 25% of grade)**

As this is a hybrid course, students will participate in online learning for eight of the 16 class sessions. For these online learning experiences, there will be discussions or other online activities for students to engage in via Webcampus. There will be a total of five (5) discussions and online activities. Each of these activities will be worth
20 points, for a total of 100 points. At the end of the semester, the score students receive out of 100 will be weighted according to the percentage indicated above.

Each of the online discussions and activities are described below. Based on the progression of the course, these discussions and activities are subject to change slightly. Students will be given adequate and appropriate notice of any changes made to online activities.

- **Discussion and Online Activity #1: Introduction to Classmates and Initial Reactions to the Historic Treatment of People with Disabilities**
  - Students will engage in an online discussion with classmates, in which students will introduce themselves and discuss what they hope to learn in this class, as well as share their initial thoughts and reactions about the historic treatment of people with disabilities based on the assigned readings and viewing the film *Willowbrook*. Students will make an initial post regarding this topic on Wednesday of the first week of class, and will respond to at least two peers by Sunday at 10:00 PM.

- **Discussion and Online Activity #2: Conceptual Frameworks and Philosophies for Approaching the Individualized Instruction of Students with Disabilities from Culturally and Linguistically Diverse Backgrounds**
  - Students will review a series of conceptual frameworks and philosophies that drive and guide the individualized education of students with disabilities. Students will choose two of these frameworks and/or philosophies that interest them and will delineate the strengths and weaknesses of these philosophies, as well as discuss how they think the framework or philosophy might influence their teaching of students with disabilities in a public school environment. Additionally, students will read the Da Fonte and Barton-Arwood (2017) and Pratt et al. (2017) articles on collaborations between special education and general education teachers and will discuss how they would work with their counterparts to implement these philosophies in inclusive environments. This assignment will be completed as a blog assignment on Webcampus, so other students will have access to the thoughts of their peers.

- **Discussion and Online Activity #3: F.A.T. City, Fairness, and Multi-Tiered Systems of Supports for Students with Learning Disabilities**
  - Students will watch the film *F.A.T. City* and will take notes about their thoughts regarding the film in a journal via Webcampus. Students will then engage in an online discussion with classmates focused on Lavoie’s presented concept of fairness in education and his call for educators should rethink their concept of a fair education. Students will also consider how Multi-Tiered Systems of Support and evidence-based academic interventions described can help further this new idea of fairness in education and will discuss specific techniques they could implement in order to provide a fair education to students with learning disabilities in schools. Students will make an initial post regarding this topic on Wednesday of the first week of class, and will respond to at least two peers by Sunday at 10:00 PM.

- **Discussion and Online Activity #4: Intersection of Adaptive, Behavioral, Social Emotional, and Vocational Skills in the Education of Students with Disabilities**
  - Students will reflect on the need to address adaptive living, behavioral, social-emotional, and vocational skills in the education of students with disabilities and the intersection of these skills with the academic needs and academic achievement of this population of students. Using a blog on Webcampus, students will identify three to five strategies or techniques they have learned about in class, through the readings, or through online activities that focus on teaching adaptive, behavioral, social emotional, and vocational skills of students with disabilities. Students will reflect on these strategies and how they think they could implement them in the classroom environment to support the outcomes of students with disabilities.

- **Discussion and Online Activity #5: The Purpose of Teaching Students with Disabilities and Strategies to Implement in the Classroom Environment**
i. Students will engage in an online discussion with classmates, with the discussion focused on (1) the purpose of teaching students with disabilities and (2) an analysis of the curriculum and intervention techniques that they will use in their classroom environments to support students with disabilities.

When discussing the purpose of teaching students with disabilities, students should consider:

1. Their personal experiences, thus far, working with students with disabilities.
2. Historical and current trends in the education of students with disabilities, and how the field has arrived at its current purpose.
3. The conceptual framework and philosophy of teaching students with disabilities that students most identify with and why they believe that framework or philosophy is most appropriate for working with students with disabilities.
4. How students would engage in the school environment and what the targeted outcomes of students with disabilities participating in public education.
5. The integration of cultural and linguistic diversity into the public school environment, and how schools should ensure that students from diverse backgrounds are reflected in teaching and learning.

ii. When discussing the curriculum and intervention techniques used in public schools, students should consider:

1. Strategies and techniques for choosing curricula to teach students with disabilities.
2. Critical intervention strategies and techniques that students think should be implemented in the teaching of students with disabilities in the areas of academic, adaptive, behavioral, social-emotional, and vocational skills.
3. Expectations for learning outcomes for students with disabilities.
4. The integration of cultural and linguistic diversity into the curriculum and intervention for students with disabilities.
5. How students envision their classroom to be structured to support the learning outcomes of individuals with disabilities.

Students will make an initial post regarding this topic on Wednesday of the first week of class, and will respond to at least two peers by Sunday at 10:00 PM.

2. Disability Case Analysis #1 (25% of grade)

In groups of two to three, students will choose a disability area from the first half of the course (i.e., Learning Disabilities, Emotional and Behavioral Disorders, Attention-Deficit/Hyperactivity Disorder/Other Health Impairment, Autism) to complete a disability case analysis for. For this assignment, students will be given a case study of a student with their assigned disability. These case studies will include background information on a student with a disability and present levels of performance data. In groups, students will analyze the case study using the information presented throughout the course. Each group will then write an analysis of their case study that includes the following:

a. Characteristics of the students’ educational disability, with a critical focus on the characteristics that typify the chosen disability area.

b. Two to three priority areas for individualized education (i.e., academic, adaptive, behavior, social-emotional, vocational), with a clear delineation of the evidence as to why the group chose that as a priority area.

c. For each priority area, groups will identify one to two intervention techniques that could be implemented to address the targeted priority area (i.e., if a reading deficit is identified then groups would identify two evidence-based reading interventions or supports that could be used to address...
that particular deficit area). Each intervention technique should include a brief summary of the intervention and a justification for (1) why the intervention technique is appropriate for the identified area of need and (2) why the intervention technique is appropriate for the disability area identified. Students can use their textbooks, articles from Intervention in School and Clinic, or other resources described in class to identify appropriate interventions.

d. For each priority area, groups will identify a method for assessing progress and impact of the identified intervention.

e. Groups will identify methods for collaboration between critical stakeholders (i.e., special education teachers, general education teachers, parents, community members) to support the achievement of growth in the targeted priority areas. Collaboration should focus specifically on supporting students in the least restrictive environment.

f. Finally, groups will write and post an executive summary/outline of their analysis to Webcampus to share their intervention suggestions for each disability area with their peers.

Groups will write the results of their case study analysis in narrative format. Each case study analysis should be 4-7 pages in length and follow APA 6th edition format. The executive summary/outline should be no longer than one page or can be in the format of a 3-5 slide Powerpoint presentation. Groups will also provide a summary of contribution for each group member, as well as complete a rating of fellow group members’ contribution to the final product. IF ANY GROUP MEMBER DOES NOT CONTRIBUTE AN EQUITABLE AMOUNT, OR IF ANY GROUP MEMBER IS RATED LOW IN COLLABORATION, THAT GROUP MEMBER WILL LOSE POINTS ON THIS ASSIGNMENT AND/OR BE REQUIRED TO COMPLETE THE ASSIGNMENT INDEPENDENTLY FOR A REDUCTION IN POINTS. If there are issues with collaboration, groups are encouraged to speak with the instructor.

This assignment will be scored out of 100 points and then will be weighted accordingly. All assignments will be submitted via Webcampus by 10:00 PM on the date indicated in the syllabus.

3. Disability Case Analysis #2 (25% of grade)

In groups of two to three, students will choose a disability area from the second half of the course (i.e., Intellectual Disabilities, Vision Impairments/Blindness, Hearing Impairments/Deafness, Gifted and Talented, Physical Disabilities) to complete a disability case analysis for. For this assignment, students will be given a case study of a student with their assigned disability. These case studies will include background information on a student with a disability and present levels of performance data. In groups, students will analyze the case study using the information presented throughout the course. Each group will then write an analysis of their case study that includes the following:

a. Characteristics of the students’ educational disability, with a critical focus on the characteristics that typify the chosen disability area.

b. Two to three priority areas for individualized education (i.e., academic, adaptive, behavior, social-emotional, vocational), with a clear delineation of the evidence as to why the group chose that as a priority area.

c. For each priority area, groups will identify one to two intervention techniques that could be implemented to address the targeted priority area (i.e., if a reading deficit is identified then groups would identify two evidence-based reading interventions or supports that could be used to address that particular deficit area). Each intervention technique should include a brief summary of the intervention and a justification for (1) why the intervention technique is appropriate for the identified area of need and (2) why the intervention technique is appropriate for the disability area identified. Students can use their textbooks, articles from Intervention in School and Clinic, or other resources described in class to identify appropriate interventions.

d. For each priority area, groups will identify a method for assessing progress and impact of the identified intervention.

e. Groups will identify methods for collaboration between critical stakeholders (i.e., special education teachers, general education teachers, parents, community members) to support the achievement of
growth in the targeted priority areas. Collaboration should focus specifically on supporting students in the least restrictive environment.

f. Finally, groups will write and post an executive summary/outline of their analysis to Webcampus to share their intervention suggestions for each disability area with their peers.

Groups will write the results of their case study analysis in narrative format. Each case study analysis should be 4-7 pages in length and follow APA 6th edition format. The executive summary/outline should be no longer than one page or can be in the format of a 3-5 slide Powerpoint presentation. Groups will also provide a summary of contribution for each group member, as well as complete a rating of fellow group members’ contribution to the final product. If any group member does not contribute an equitable amount, or if any group member is rated low in collaboration, that group member will lose points on this assignment and/or be required to complete the assignment independently for a reduction in points. If there are issues with collaboration, groups are encouraged to speak with the instructor.

This assignment will be scored out of 100 points and then will be weighted accordingly. All assignments will be submitted via Webcampus by 10:00 PM on the date indicated in the syllabus.

4. **Midterm Exam (10% of grade)**

Students will complete a midterm exam that covers the first eight weeks of the course. The midterm exam will be delivered online via Webcampus, and will be available for one week. The midterm exam will be composed of 50 multiple choice questions, randomly selected from a pool of questions. The midterm will be based on the textbook readings, lectures, online modules, and other course materials. Students will have an unlimited amount of time to complete this exam, and will have two opportunities to take the exam; however, the questions on the second exam will be different than those on the first exam. Students highest scores will be recorded. Students are able to use their notes, textbooks, and any other materials to support them on this exam. HOWEVER, ALL EXAMS ARE TO COMPLETED INDIVIDUALLY. STUDENTS SHOULD NOT WORK TOGETHER ON THIS EXAM.

5. **Final Exam (15% of grade)**

Students will complete a final exam that covers the second eight weeks of the course. The final exam will be delivered online via Webcampus, and will be available for one week. The final exam will be composed of 50 multiple choice questions and three short answer/essay questions (which will cover the course in its entirety), randomly selected from a pool of questions. The final will be based on the textbook readings, lectures, online modules, and other course materials. Students will have an unlimited amount of time to complete this exam, and will have two opportunities to take the exam; however, the questions on the second exam will be different than those on the first exam. Students highest scores will be recorded. Students are able to use their notes, textbooks, and any other materials to support them on this exam. HOWEVER, ALL EXAMS ARE TO COMPLETED INDIVIDUALLY. STUDENTS SHOULD NOT WORK TOGETHER ON THIS EXAM.

**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.

**XVIII. 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 at 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.

**Classroom Conduct**—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Classroom Surveillance**—Nevada Revised Statutes (State Law) 396.970  Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
   (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
   (b) By a law enforcement agency pursuant to a criminal investigation;
   (c) By a peace officer pursuant to NRS 289.830;
   (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
   (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
   (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.

(Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

**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.

**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.

**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.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians_by_subject](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/](https://www.library.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.**

**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](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: [https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf).

**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](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 SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE 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/](http://writingcenter.unlv.edu/).

**XVIII. GRADING POLICY**

All assignments are to be submitted through Webcampus by 10:00 PM on the date indicated in the syllabus. **No late assignments will be accepted.** The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100 points</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93 points</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89 points</td>
<td>B+</td>
</tr>
</tbody>
</table>
### XIX. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Lesson Topic</th>
<th>Assigned Readings and Resources</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 1/15/18   | **ONLINE CLASS**  
Course Introduction and Overview  
Historical Treatment of Disability and the Path to IDEA | Perspectives on Historical Treatment (Morgan, 2012)  
Chapter 1 (Gargiulo & Bouck, 2018) | Discussion Post/Online Activity #1 Due on Webcampus |
| 2 1/22/18   | **IN-PERSON CLASS**  
Legal Foundations of Special Education: the Individuals with Disabilities Education Improvement Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act | Chapter 2 (Gargiulo & Bouck, 2018) |  |
| 3 1/29/18   | **IN-PERSON CLASS**  
The Individualized Education Plan, Inclusion, and Differentiating Instruction to Support Students with Disabilities, A | Chapter 5 (Gargiulo & Bouck, 2018) |  |
| 4 2/5/18    | **ONLINE CLASS**  
The Individualized Education Plan, Inclusion, and Differentiating Instruction to Support Students with Disabilities, B |  | Discussion Post/Online Activity #2 Due on Webcampus |
| 5 2/12/18   | **IN-PERSON CLASS**  
Learning Disabilities, A and Multi-Tiered Systems of Support | Chapter 7 (Gargiulo & Bouck, 2018) |  |
| 6 2/19/18   | **ONLINE CLASS**  
Learning Disabilities, B and Evidence-based Academic Interventions | Watch “F.A.T. City” on Webcampus | Discussion Post/Online Activity #3 Due on Webcampus |
| 7 2/26/18   | **IN-PERSON CLASS**  
Emotional and Behavioral Disorders and Attention-Deficit Hyperactivity Disorder, A | Chapters 8 and 9 (Gargiulo & Bouck, 2018) |  |
| 8 3/5/18    | **IN-PERSON CLASS**  
Autism, A | Chapter 10 (Gargiulo & Bouck, 2018) |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class Type</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12/18</td>
<td>9</td>
<td>ONLINE CLASS</td>
<td>EBD/ADHD, B, Autism, B, &amp; Evidence-based Behavioral Interventions</td>
<td>Midterm Exam Due by Sunday, March 18, 2018 at 10:00 PM on Webcampus</td>
</tr>
<tr>
<td>3/19/18</td>
<td>10</td>
<td>IN-PERSON CLASS</td>
<td>Intellectual Disabilities, A</td>
<td>Disability Case Analysis #1 Due on Webcampus</td>
</tr>
<tr>
<td>3/26/18</td>
<td>3</td>
<td>NO CLASS – UNLV Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>3/19/18</td>
<td>11</td>
<td>ONLINE CLASS</td>
<td>Intellectual Disabilities, B and Transition Supports for Students with Disabilities</td>
<td></td>
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<tr>
<td>4/9/18</td>
<td>12</td>
<td>IN-PERSON CLASS</td>
<td>Deafness and Hearing Impairments, Blindness and Vision Impairments</td>
<td>Chapters 12 and 13 (Gargiulo &amp; Bouck, 2018)</td>
</tr>
<tr>
<td>4/16/18</td>
<td>13</td>
<td>ONLINE CLASS</td>
<td>Physical and Health Disabilities and Ensuring Environmental Access for All Students in Public School Environments</td>
<td>Chapter 14 (Gargiulo &amp; Bouck, 2018) Watch “Sound and Fury” on Webcampus</td>
</tr>
<tr>
<td>4/23/18</td>
<td>14</td>
<td>IN-PERSON CLASS</td>
<td>Cultural and Linguistic Diversity in Special Education and Supporting Students from Diverse Backgrounds in Public School Environments</td>
<td>Chapter 3 (Gargiulo &amp; Bouck, 2018) Disability Case Analysis #2 Due on Webcampus</td>
</tr>
<tr>
<td>4/30/18</td>
<td>15</td>
<td>ONLINE CLASS</td>
<td>Gifted and Talented Education and Enhancing Instruction for Students who are Above Grade-Level</td>
<td>Chapter 15 (Gargiulo &amp; Bouck, 2018) Discussion Post/Online Activity #5 Due on Webcampus</td>
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<tr>
<td>5/7/18</td>
<td>16</td>
<td>ONLINE CLASS AND FINALS WEEK</td>
<td>Final Exam Due by Friday, May 11, 2018 at 10:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

*Rubrics for all assignments can be found on Webcampus.*