**EDSP 411 Syllabus**  
Department of Special Education  
College of Education, University of Nevada Las Vegas

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix &amp; Number</th>
<th>EDSP 411</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Students with Disabilities in General Education Settings</td>
</tr>
<tr>
<td>III.</td>
<td>Credits</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>IV.</td>
<td>Semester</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor</td>
<td>Kyle Higgins, PhD</td>
</tr>
<tr>
<td>VI.</td>
<td>Office/Phone/Email</td>
<td>CEB 118 895-1102 <a href="mailto:higgins@unlv.nevada.edu">higgins@unlv.nevada.edu</a></td>
</tr>
<tr>
<td>VII.</td>
<td>Class Location</td>
<td>Online</td>
</tr>
<tr>
<td>VIII.</td>
<td>Office Hours</td>
<td>Tuesday 12:00-4:00 or by appointment</td>
</tr>
<tr>
<td>IX.</td>
<td>Prerequisites</td>
<td>None</td>
</tr>
</tbody>
</table>

| X. Course Description (Course Introduction) | Survey of the characteristics, training, and educational needs of students with disabilities and gifts and talents. Designed for students in special education, general education, nursing, counseling, psychology, and related fields. Prerequisite to all subsequent courses in special education. |

<table>
<thead>
<tr>
<th>Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course</th>
<th>CEC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1: Foundations</td>
<td></td>
</tr>
<tr>
<td>Standard #2: Development and Characteristics of Learners</td>
<td></td>
</tr>
<tr>
<td>Standard #3: Individual Learning Differences</td>
<td></td>
</tr>
<tr>
<td>Standard #4: Instructional Strategies</td>
<td></td>
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<tr>
<td>Standard #5: Learning Environments and Social Interactions</td>
<td></td>
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<tr>
<td>Standard #7: Instructional Planning</td>
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<tr>
<td>Standard #8: Assessment</td>
<td></td>
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<tr>
<td>Standard #9: Professional and Ethical Practice</td>
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<tr>
<td>Standard #10: Collaboration</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards Addressed: INTASC Standards Addressed in this Course</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1: Learner Development</td>
<td></td>
</tr>
<tr>
<td>Standard #2: Learning Differences</td>
<td></td>
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<tr>
<td>Standard #3: Learning Environments</td>
<td></td>
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<tr>
<td>Standard #4: Content Knowledge</td>
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<tr>
<td>Standard #6: Assessment</td>
<td></td>
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<tr>
<td>Standard #7: Planning for Instruction</td>
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<td>Standard #8: Instructional Strategies</td>
<td></td>
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<tr>
<td>Standard #9: Professional Learning and Ethical Practice</td>
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<tr>
<td>Standard #10: Leadership and Collaboration</td>
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</tbody>
</table>
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.
   - 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).
   - 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.

   **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>
</thead>
<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>
</tr>
<tr>
<td>ICC8K3</td>
<td>Screening, pre-referral, and classification procedures.</td>
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<td>--------------------------------------------------------</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**

<table>
<thead>
<tr>
<th>ICC7S4</th>
<th>Use functional assessments to develop intervention plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC8K4</td>
<td>Use and limitations of assessment instruments.</td>
</tr>
<tr>
<td>ICC8S4</td>
<td>Interpret information from formal and informal assessments.</td>
</tr>
<tr>
<td>ICC8S8</td>
<td>Evaluate instruction and monitor progress of individuals with exceptional learning needs.</td>
</tr>
</tbody>
</table>
| **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.  
7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. |
<p>| <strong>Essential Knowledge</strong>  | 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>
<table>
<thead>
<tr>
<th>Critical Dispositions</th>
<th>7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>7(n): The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</td>
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</table>

<table>
<thead>
<tr>
<th>4. Students will be able to identify and describe strategies to differentiate instruction for students with disabilities and other exceptional learners.</th>
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<tbody>
<tr>
<td><strong>CEC Standards:</strong></td>
</tr>
<tr>
<td>Standard 4: Instructional Strategies</td>
</tr>
<tr>
<td>Standard 5: Learning Environments and Social Interactions</td>
</tr>
<tr>
<td>Standard 7: Instructional Planning</td>
</tr>
<tr>
<td>Standard 8: Assessment</td>
</tr>
<tr>
<td><strong>ICC</strong></td>
</tr>
<tr>
<td>ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.</td>
</tr>
<tr>
<td>ICC5K3 Effective management of teaching and learning.</td>
</tr>
<tr>
<td>ICC7K3 National, state or provincial, and local curricula standards.</td>
</tr>
<tr>
<td>ICC8K5 National, state or provincial, and local accommodations and modifications.</td>
</tr>
<tr>
<td><strong>INTASC</strong></td>
</tr>
<tr>
<td>Standard 3: Learning Environments</td>
</tr>
<tr>
<td>Standard 4: Content Knowledge</td>
</tr>
<tr>
<td>Standard 7: Planning for Instruction</td>
</tr>
<tr>
<td>Standard 8: Instructional Strategies</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</td>
</tr>
<tr>
<td><strong>Essential Knowledge</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4(l): The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</td>
</tr>
<tr>
<td>7(g): The teacher understands content and content standards and how these are organized in the curriculum.</td>
</tr>
<tr>
<td>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</td>
</tr>
<tr>
<td><strong>Critical Dispositions</strong></td>
</tr>
<tr>
<td>3(q): The teacher seeks to foster respectful communication among all members of the learning community.</td>
</tr>
<tr>
<td>4(r): The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</td>
</tr>
</tbody>
</table>
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.

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

**ICC Standards:**
- 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 Standards:**
- **Standard 9: Professional Learning and Ethical Practice**
- **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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></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>Quizzes, Case Study, Final Reflection</td>
</tr>
<tr>
<td><strong>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)</strong></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)</td>
<td>Quizzes, Assessment Plan</td>
</tr>
<tr>
<td>Monitor progress related to the provision of services.</td>
<td>2(m), 6(v)</td>
<td></td>
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<tr>
<td>3 Students will be able to describe the characteristics and educational needs of students with disabilities and other exceptional learners.</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) Quizzes Disability Facts Sheets</td>
<td></td>
</tr>
<tr>
<td>4. Students will be able to identify and describe 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) Quizzes Differentiated Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>ICC9K1, ICC10K1, ICC10S6</td>
<td>Performance: 9(c), 10(b) Essential Knowledge: 9(h), 10(n) Critical Dispositions: 9(l), 10(r) Quizzes Collaborative Problem Solving Final Reflection</td>
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XIII. COURSE RESOURCES

Required Materials


Additional required course materials and readings can be found on the course website, found at [www.webcampus.unlv.edu](http://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**

**Lesson Quizzes** (10 points each x 15 quizzes = 150 total points)

After completing the assigned reading and tasks for each lesson, students will complete an online quiz that assesses their mastery of the information presented. These quizzes will be completed through the Black Board assessment portal and must be done by the date indicated in the schedule. **No make-up quizzes will be allowed.**

**PLEASE NOTE---THE INTRODUCTION SYLLABUS QUIZ DOES NOT COUNT TOWARD YOUR GRADE. HOWEVER, YOU MUST PASS IT TO ENTER THE COURSE CONTENT.**

**PLEASE NOTE---NO MAKE-UP QUIZZES WILL BE ALLOWED.**

**Module Discussion Questions** (20 points each x 5 questions = 100 total points)

In order to facilitate course participation, students will engage with their peers in an online discussion at the end of each module. Each discussion will be centered on the essential question for each module. Using information learned during the module, students will post a response to the question and then respond to at least **TWO** other students. Student responses must be posted by the date indicated in the schedule. **No late responses will be allowed.**

The essential questions for each module are:

- Module 1: How have federal laws and related regulations improved the outcomes for people with disabilities?
- Module 2: How are the educational needs of students with high incidence disabilities similar to and/or different from students with low incidence disabilities?
• Module 3: What assessment processes are used to (a) identify individuals with disabilities, (b) determine needed services, and (c) monitor progress related to the provision of services?

• Module 4: What evidence-based practices help students with disabilities achieve their maximum potential in academic and emotional/behavioral endeavors?

• Module 5: How can collaboration be used within the field of special education to ensure the provision of high-quality services?

PLEASE NOTE---NO LATE DISCUSSION POSTS WILL BE ALLOWED.

Module Application Tasks

All module application tasks will be released to students after they have completed the lessons within that particular module. Module application tasks will be due by the date indicated in the syllabus via the BlackBoard assignment portal.

PLEASE NOTE---NO LATE MODULE ASSIGNMENTS WILL BE ACCEPTED.

ALL MODULE APPLICATION TASKS MUST BE SUBMITTED THROUGH THE BLACKBOARD PORTAL ONLINE.

PLEASE NOTE ALL APPLICATION TASKS PROVIDE YOU WITH GUIDANCE QUESTIONS. I SUGGEST YOU USE THESE QUESTIONS AS HEADINGS IN YOUR PAPER. THIS WILL INSURE THAT ALL REQUIRED SECTIONS ARE COVERED AND AN ORGANIZED PAPER IS SUBMITTED. STUDENTS WHO USE THE GUIDANCE QUESTIONS AS HEADINGS TEND TO SCORE HIGHER ON THE TASK.

Module 1: Legal Case Study (50 points)

Students will be provided a student scenario and will write an action plan for an IEP team in order to support the student’s education. All action plans should be based on information related to IDEA (2004) and the materials read related to an IEP. Specifically, action plans should address the following points:

• The steps the team should take in assessing and determining the student’s eligibility for special education.
• The members of the IEP team and a discussion of why they should be invited.
• The main areas of educational need that student has (based on the data presented in this case study).
• Goals that the IEP team could work towards during the next academic year.

All assignments should be typed, double-spaced, and in 12-point font.
Module 2: Disability Facts Handout (50 points)

Students will sign for a disability they would like to further explore and research (sign-ups will be available through BlackBoard). Each student will develop a 2-3 page handout for the assigned disability. When completed, fact sheets will be uploaded to the assignment portal, and also posted to the discussion board. Each handout must include the following pertinent information:

- **Disability / Learning Needs; Acronyms**
  - State your assigned disability and list any acronyms that are used for the disability.

- **Characteristics**
  - Discuss most common characteristics of assigned disability

- **Identification Procedures and Service Delivery**
  - Discuss how students are identified, what assessments are used and what else needs to be completed for identification. Where do most of these students receive their education.

- **Classroom Considerations**
  - List any classroom considerations that might need to be taken into consideration.

- **Teaching Strategies; Content: Adaptations / Accommodations**
  - List teaching strategies that have been found to be effective when teaching content to students with this disability/learning need
  - List possible adaptations or accommodations that may help a student with this disability/learning need access the general education content

- **Behavior Management and Social Strategies, Adaptations, or Accommodations**
  - List any classroom or behavior management strategies that have been found to be effective when teaching students with this disability/learning need.
  - List possible adaptations or accommodations that may help a student with this disability/learning need function socially with his/her peers, teachers, school staff, or family

- **Resources for Teachers**
  - Further readings or websites that would be helpful for teachers on the National, State, & Local levels.

- **Resources for Parents**
  - Further readings or websites that would be helpful for parents on the National, State, & Local levels.

- **References**
  - Cite sources used for information written in APA style

Module 3: Developing an Assessment Plan (50 points)

Students will be presented with achievement data from a classroom. Students will be asked to review the information and (a) enter the data in an Excel spreadsheet, (b) create a graph, (c) create instructional groups based on the data provided, and (d) write a justification for why you placed each student into the group you did, and discuss what types of instruction each group might receive.

Module 4: Developing a Differentiated Lesson Plan (50 points)

Students will be presented with a lesson plan written for a hypothetical general education class, as well as assessment data and descriptions of some of the students that are in the hypothetical class. Students will be responsible for identifying appropriate curricular modifications (including accommodations and adaptations) for the described students. Students will complete the provided differentiation chart that involves listing the modifications they would make for specific students and justifying why they chose the strategies they did.
Module 5: Co-Teaching Activity Due (50 points)

Students will design a lesson activity for an inclusive classroom at the secondary level (either middle or high school). This classroom has a general education and a special education teacher assigned to deliver content, with 25 typical students and 10 students with various disabilities. You will choose: (a) the grade level, (b) the content area for the class, and (c) the topic of the lesson activity. You will write a 2-3 page summary that describes:

- The class you are teaching (e.g., the grade level, number of students, subject, lesson topic, environmental variables).
- A description of the lesson activity (e.g., lesson objective, instructional process, assessment); this description does not need to be scripted but should be thorough enough that the instructional process is understood,
- The co-teaching model/models that will be used for this activity and a description of why they were chosen,
- A description of the roles and responsibilities of each teacher in the classroom, and
- A plan for reflecting on the effectiveness of the lesson.

This assignment should be typed in 12-point font and double-spaced.

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 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: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves 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://provost.unlv.edu/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A),
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 no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://drc.unlv.edu/.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

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.

Incomplete Policy
The grade of I — incomplete — can be granted when a student has satisfactorily completed at least 75% of the assignments but for reason(s) beyond the student’s control, and acceptable to the instructor and department chair, cannot complete the last part of the course. A student who receives an I is responsible for completing the remaining course requirements. The incomplete work must be completed within one academic year. 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 making up an incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

PLEASE NOTE THAT GRADES OF INCOMPLETE BECOME A BIT MORE DIFFICULT AS THIS IS AN ONLINE COURSE. SINCE THE MATERIAL IS ONLY AVAILABLE ONLINE, THE STUDENT WILL HAVE TO ENTER THE COURSE AND WAIT UNTIL MODULES BECOME OPEN TO COMPLETE THEM, IF AN INCOMPLETE IS JUSTIFIED.
XVIII. GRADING POLICY

All assignments are to be submitted through BLACKBOARD 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>Percentage Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>535 – 575</td>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>518 – 534</td>
<td>90% - 92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>506 – 517</td>
<td>88% - 89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>477 – 505</td>
<td>83% - 87.9%</td>
<td>B</td>
</tr>
<tr>
<td>460 – 476</td>
<td>80% - 82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>449 – 459</td>
<td>78% - 79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>420 – 448</td>
<td>73% - 77.9%</td>
<td>C</td>
</tr>
<tr>
<td>403 – 419</td>
<td>70% - 72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>345 – 402</td>
<td>60% - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 344</td>
<td>0 – 59.9%</td>
<td>F</td>
</tr>
</tbody>
</table>
# XIX. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Topic</th>
<th>Assigned Readings and Resources</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 1: History, Laws, and Procedures Related to Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Course Introduction and Overview Historical Treatment of Disability and the Path to IDEA</td>
<td>Perspectives on Historical Treatment Morgan (2012) Gargiulo Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Individuals with Disabilities Education Improvement Act (2004)</td>
<td>Gargiulo Ch. 2, pp. 41-61</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Individualized Education Plan</td>
<td>Gargiulo Ch. 2, pp. 62-69</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 2: Diagnosis and Characteristics of Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students with High-Incidence Disabilities</td>
<td>Gargiulo Chps. 7 and 9</td>
<td>Module 1 Discussion Posts DUE FRIDAY 2/3/17 AT 10:00 PM Module 1 Quizzes AND Legal Case Study DUE SUNDAY 2/5/17 AT 10:00 PM PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td>5</td>
<td>Students with Low-Incidence Disabilities</td>
<td>Gargiulo Chps. 6 and 10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students with Special Needs Other than Disabilities</td>
<td>Gargiulo Chps. 8 and 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 3: Assessment of Student Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Types and Purposes of Assessments</td>
<td>Gargiulo Ch. 11</td>
<td>Module 2 Discussion Posts DUE FRIDAY 3/3/17 AT 10:00 PM Module 2 Quizzes AND Disability Facts Sheet DUE SUNDAY 3/5/17 by 10:00 PM PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td>8</td>
<td>Using Data to Make Instructional Decisions</td>
<td>Gargiulo Ch. 12 and 13 Morgan (2012)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 4: Instructional Programming to Enhance Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Using Content Area Standards for Instructional Planning</td>
<td>CCSS for ELA CCSS for Mathematics Nevada CCSS Fact Sheet</td>
<td>Module 3 Discussion Posts DUE FRIDAY 3/24/17 AT 10:00 PM Module 3 Quizzes AND</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Source</td>
<td>Assignment</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Establishing a Positive Classroom Environment</td>
<td>Archer &amp; Hughes (2011)</td>
<td>Assessment Plan DUE SUNDAY 3/26/17 by 10:00 PM PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td>11</td>
<td>Implementing Explicit Instructional Procedures</td>
<td>Gargiulo Ch. 3</td>
<td>Module 4 Discussion Posts DUE FRIDAY 4/21/17 BY 10:00 PM Module 4 Quizzes Due AND Differentiated Lesson Plan DUE SUNDAY 4/23/17 by 10:00 pm PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td>12</td>
<td>Providing Differentiated Instruction</td>
<td></td>
<td>Module 5 Discussion Posts DUE FRIDAY 5/5/17 BY 10:00 PM Module 5 Quizzes Due AND Co-Teaching Activity DUE SUNDAY 5/7/17 by 10:00 pm PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td>13</td>
<td>Using Universal Design for Learning and Assistive Technology to Support Differentiated Instruction</td>
<td>Gargiulo Ch. 5 Smith (nd)</td>
<td>Module 5 Discussion Posts DUE FRIDAY 5/5/17 BY 10:00 PM Module 5 Quizzes Due AND Co-Teaching Activity DUE SUNDAY 5/7/17 by 10:00 pm PLEASE NOTE THE DIFFERENCE IN THE DUE DAYS ABOVE.</td>
</tr>
<tr>
<td></td>
<td>Module 5: Collaboration to Support Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Understanding Collaboration</td>
<td>Gargiulo Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Assignment Criteria</td>
<td>Accuracy of Content</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| • Student addressed 100% of the assignment criteria identified in the syllabus for module activity.  
  • Student submitted assignment by the due date indicated in the syllabus.  
  • Student submitted assignment in the appropriate online location.                  | • Student response to the activity based on information derived from modular lessons.  
  • Student response based on best-practice research in special education.  
  • Student response is thorough and relevant to the objective of the assignment.      | • Layout of final assignment matches the requirements listed in the syllabus.  
  • Student wrote using appropriate grammar and spelling (less than 3 errors).  
  • Assignments were organized and easy to follow.  
  • Writing was easy to read and understand.                                           |
| **TARGET**                                                                         |                                                                                                          | **ACCEPTABLE**                                                                                 |
| • Student addressed 80-90% of the assignment criteria identified in the syllabus for module activity.  
  • Student submitted assignment by the due date indicated in the syllabus.  
  • Student submitted assignment in the appropriate online location.                  | • Student response to the activity mostly based on information derived from modular lessons, although there are inaccuracies.  
  • Student response somewhat based on best-practice research in special education  
  • Student response is mostly thorough but somewhat irrelevant to the objective of the assignment. | • Layout of final assignment matches the requirements listed in the syllabus.  
  • Student wrote using mostly appropriate grammar and spelling, but several errors were made (between 4 and 7).  
  • Assignments were mostly organized, but some ideas were out of place.  
  • Writing was mostly easy to read and understand, but some sections were choppy or incomplete. |
| **ACCEPTABLE**                                                                     |                                                                                                          | **UNACCEPTABLE**                                                                               |
| • Student addressed less than 70% of the assignment criteria identified in the syllabus for module activity.  
  • Student submitted assignment after the due date indicated in the syllabus.  
  • Student submitted assignment in the incorrect online location.                    | • Student response to the activity not based on information derived from modular lessons.  
  • Student responses not anchored in best-practice research.  
  • Student response is not thorough OR is irrelevant to the objective of the assignment. | • Layout of final assignment did not match the requirements listed in the syllabus.  
  • More than 7 errors in spelling and grammar were made.  
  • Assignments were not organized or easy to follow.  
  • Writing was not easy to read and understand.                                       |
| **UNACCEPTABLE**                                                                   |                                                                                                          | **TOTALS**                                                                                    |
|                                                                                                                                                                                                 |                                                                                                          |
# FINAL REFLECTION PAPER RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL INTERVENTIONS DISCUSSION</strong></td>
<td>Student addressed all points covered in the syllabus, including (a) legal mandates, (b) assessment and instructional practices, (c) collaboration, and (d) the perspectives of individuals with disabilities.</td>
<td>Student addressed 4 of the 5 points covered in the syllabus, including (a) legal mandates, (b) assessment and instructional practices, (c) collaboration, and (d) the perspectives of individuals with disabilities.</td>
<td>Student addressed 3 or fewer points covered in the syllabus, including (a) legal mandates, (b) assessment and instructional practices, (c) collaboration, and (d) the perspectives of individuals with disabilities.</td>
</tr>
<tr>
<td></td>
<td>Discussion of interventions was accurate.</td>
<td>Discussion of interventions was mostly accurate.</td>
<td>Discussion of interventions was inaccurate.</td>
</tr>
<tr>
<td></td>
<td><em>(23-25 pts.)</em></td>
<td><em>(20-22 pts.)</em></td>
<td><em>(&lt;20 pts.)</em></td>
</tr>
<tr>
<td><strong>IMPACT ON OUTCOMES</strong></td>
<td>Student addressed current educational outcomes of individuals with disabilities.</td>
<td>Student tangentially addressed current educational outcomes of individuals with disabilities, but was not thorough.</td>
<td>Student did not address current educational outcomes of individuals with disabilities.</td>
</tr>
<tr>
<td></td>
<td>Student discussion of intervention outcomes was logical and well thought out.</td>
<td>Student discussion of intervention outcomes was mostly logical and well thought out, but connections were not always clear.</td>
<td>Student discussion of intervention outcomes was not well thought out OR lacked connections to educational interventions.</td>
</tr>
<tr>
<td></td>
<td>Student discussion of intervention outcomes was based on findings from research and course materials.</td>
<td>Student discussion of intervention outcomes was mostly based on findings from research and course materials.</td>
<td>Student discussion of intervention outcomes was not based on findings from research and course materials.</td>
</tr>
<tr>
<td></td>
<td><em>(23-25 pts.)</em></td>
<td><em>(20-22 pts.)</em></td>
<td><em>(&lt;20 pts.)</em></td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td>High quality writing that includes limited or no grammatical, spelling, or punctuation errors (less than 3).</td>
<td>Writing that includes some grammatical, spelling, or punctuation errors (between 4 and 7).</td>
<td>Poor writing that includes many grammatical, spelling, or punctuation errors (more than 7).</td>
</tr>
<tr>
<td></td>
<td>Paper was 3-4 pages in length, was double-spaced, and used 12 point font.</td>
<td>Paper was 3-4 pages in length, was double-spaced, and used 12 point font.</td>
<td>Paper was less than 3 pages or more than 4 pages in length, was not double-spaced, OR did not use 12 point font.</td>
</tr>
<tr>
<td></td>
<td><em>(9-10 pts.)</em></td>
<td><em>(7-8 pts.)</em></td>
<td><em>(&lt;7 pts.)</em></td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td>Provided references including <em>The Short Bus</em> and four other course readings.</td>
<td>Provided references including <em>The Short Bus</em> and four other course readings.</td>
<td>Did not provide references from <em>The Short Bus</em> OR did not provided references from less than four other course readings.</td>
</tr>
<tr>
<td></td>
<td>Used correct APA format (no more than 3 errors).</td>
<td>Mostly used correct APA format, but had errors (between 4 and 7).</td>
<td>Did not use correct APA format (more than 7 errors).</td>
</tr>
<tr>
<td></td>
<td><em>(14-15 pts.)</em></td>
<td><em>(12-13 pts.)</em></td>
<td><em>(&lt;12 pts.)</em></td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>