



## **Class Information**

**Day and Time:** Monday/Wednesday 12:15 pm to 1:30 pm

**Room Number:** E 202

## **Contact Information**

**Instructor Name:** Dr. Vickie S. Brown

**Instructor Email:** [vbrown@criswell.edu](mailto:vbrown@criswell.edu)

**Instructor Phone:** 214.818.1341

**Instructor Office Hours:** Mondays 9:00-11:00; Tuesdays: 9:00-10:30; 1:00-3:00; Thursdays: 9:00-12:00

## **Course Description and Prerequisites**

Examines the identification, assessment, and instruction of students with special needs. Emphasis is placed on special education's role in the instructional team, student placement alternatives, legal implications, and current trends in special education. The course also examines the current trend of instructing Second Language Learners in Texas schools.

## **Course Objectives**

1. Research and orally present detailed information pertaining to a specific exceptionality.
2. Effectively utilize a variety of instructional modifications and teaching materials to support specific exceptional learners in the learning process.
3. Develop an appropriate Individualized Educational Plans for an assigned exceptional learner.
4. Participate in training specifically addressing dyslexic learners.
5. Participate in training specifically addressing second language learners and the ESL TEKS.

## **Required Textbooks**

Kirk, Gallagher, & Anastasiow, *Educating Exceptional Children*, 14<sup>th</sup> edition, Boston: Houghton Mifflin Company, 2015. ISBN 9781305778108

## **Course Requirements and Assignments**

**\*\*\*Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.\*\*\***

1. **Exceptionality Presentation:** Each student will choose one area of exceptionality and present a 15 minute, informative lecture. This project must include a bulleted handout for each member of the class, a PowerPoint presentation of at least five (5) slides, and a three page research paper. This project will be due on the class date that the chosen exceptionality is the topic.

**DUE: 9/07 to 11/07/2022**

**POINTS: 15 points**

**2. Book Review:** Each student will read *From Stumbling Blocks to Stepping Stones* by Sheri Rusch Furnstahl. Once you have finished reading the book, you will write a three (3) page response using the questions supplied by the instructor.

**DUE: 10/19/2022**

**POINTS: 10 points**

**3. Teacher Interview:** You will contact a person who is a special education instructor at a local public school and interview them. You must spend a minimum of 30 minutes interviewing your subject and address all of the questions on the interview form. You will then type your interview and share your findings with the class. Your interview paper is to be a minimum of two typed pages in length.

**DUE: 11/02/2022**

**POINTS: 10 points**

**4. Teaching Resource Database:** Each student will build a Web database of resources that provide information, teaching modifications, or support services for each of the ten (10) classifications of exceptionality. There must be ten (10) sites for each of the ten (10) exceptionalities for a total of 100 websites. The student will submit their databases electronically to each of the other members of the class along with a hard copy to the instructor. The sites will be “shared” electronically on the due date with the class

**DUE: 11/09/2022**

**POINTS: 15 points**

**5. Exceptionalities Bibliography and Library:** This assignment is to aid you in developing your own list of children’s literature which can enhance the teaching of inclusion and acceptance in your classroom. You are to create your own bibliography from the vast array of choices available to you as an educator. The bibliography is to consist of **20 books** that are appropriate for grades K-8<sup>th</sup>. You must have a minimum of 2 books for each exceptionality. **You must also have read at least 10 of the books on your bibliography and bring them to class so that you may share them with your peers.**

**DUE: 11/16/2022**

**POINTS: 10 points**

**6. ESL/Bilingual:** Each student will view a set of instructional videos on the topic of English Language Learners. After completing the viewing, you will respond to a series of discussion questions. These responses are to be typed. You are to be prepared to participate in a class discussion based on the information in the videos.

**DUE: 11/28/2022**

**POINTS: 10 points**

**7. Class Notes:** All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

**DUE: 11/30/2022**

**POINTS: 5 points**

**8. Final: IEP Development:** You will work together in cooperative groups to simulate an ARD Committee. Each group will be given data for an “imaginary” student who is a possible candidate for special services. Along with the data, you will be given an IEP packet to complete for your student. On the day of the final, each group will present their decision to the class along with their proposed modifications and IEP.

**DUE: 12/07/2022**

**POINTS: 15 points**

**9. Tests:** Two tests will be administered during the semester. They will cover material from the text and class discussions.

**DUE: Test #1 10/05/2022**  
**Test #2 11/30/2022**

**POINTS: 5 points**  
**POINTS: 5 points**

## **Course Information**

### **Texas Educator Standards:**

#### **Pedagogy and Professional Responsibilities EC–12 Standard I**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

#### **Pedagogy and Professional Responsibilities EC–12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

#### **Pedagogy and Professional Responsibilities EC–12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

#### **Pedagogy and Professional Responsibilities EC–12 Standard IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

#### **Technology Applications Standard I**

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

#### **Technology Applications Standard II**

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

#### **Technology Applications Standard IV**

All teachers communicate information in different formats and for diverse audiences.

#### **Technology Applications Standard V**

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/15/22	Syllabus Explanation		
8/17/22	Educating Exceptional Students	Ch. 1	
8/22/22	Schools, Government, & the Courts	Ch. 2	
8/24/22	Schools, Government & Courts		
8/29/22	Early Interventions	Ch. 3	
8/31/22	Early Interventions		
9/5/22	Labor Day		
9/07/22	Learning Differences	Ch. 6	Presentation
9/12/22	Learning Differences		
9/14/22	Intellectual/Developmental	Ch. 4	Presentation
9/19/22	Intellectual/Developmental		
9/21/22	Emotional/Behavioral Disorders	Ch. 8	Presentation
9/26/22	Emotional/Behavioral		
9/28/22	Language/Speech Disabilities	Ch. 9	Presentation
10/03/22	Language/Speech		
10/05/22	Test #1		
10/10/22	Student Development Week		
10/12/22	Student Development Week		
10/17/22	Autism Spectrum	Ch. 5	Presentation

10/19/22	Autism Spectrum		Book Review
10/24/22	Giftedness	Ch. 10	Presentation
10/26/22	Giftedness		Presentation
10/31/22	Hearing Impairments	Ch. 11	Presentation
11/02/22	Hearing Impairments		Teacher Interview Due
11/07/22	Visually Impaired	Ch. 12	Presentation
11/09/22	Visually Impaired		Resource Database Due
11/14/22	Physically Impaired	Ch. 13	
11/16/22	ESL Instruction/Bilingual	TEA Bulletin	Bibliography Due
11/21/22	Thanksgiving Week		
11/23/22	Thanksgiving Week		
11/28/22	ESL/Bilingual		ESL/Bilingual Due
11/30/22	Test #2		Notes Due
12/05/22	IEP Prep Day		
12/07/22	Final IEP Presentations		
	<b>**Region X Dyslexia Training**</b>	<b>Certificate Due</b>	

## Selected Bibliography

Hallahan, D., *Exceptional Learners: An Introduction to Special Education*, Pearson Education Inc., Upper Saddle River, NJ, 2012.



Heward, W., *Exceptional Children: An Introduction to Special Education*, Pearson Education Inc., Upper Saddle River, NJ, 2009.

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass. 2010.

Pavlak, S., *Classroom Activities for Correcting Specific Reading Problems*, Parker Publishing Company, West Nyack, NY, 1985.