



Class Information

Day and Time: Tuesday/Thursday 8:00 to 9:15

Room Number: E 202

Contact Information

Instructor Name: Dr. Vickie S. Brown

Instructor Email: vbrown@criswell.edu

Instructor Phone: 214.818.1341

Instructor Office Hours: Monday 11:00 to 1:00; Tuesday 9:30 to 10:30; Thursday 9:30 to 1:30

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*, 14th edition, Boston: Houghton Mifflin Company, 2015. ISBN 9781305778108

Course Requirements and Assignments

Procrastination is the arrogant assumption that God owes you another chance to do tomorrow what He gave you a chance to do today. Rosie O'Neal

*****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: 9/16 to 11/11/2025 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: 10/23/2025 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: 11/06/2025 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: 11/13/2025 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(Published after 1980)** that are appropriate for grades K-8th. 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: 11/20/2025 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: 12/02/2025 POINTS: 5 points

7. Class Notes: Because this text is dense in new terms, acronyms, and data, you will be required to create your own study guides/notes from your readings. These will be submitted on the day of each of the two exams that are part of the course requirements.

DUE: 10/07/25 & 12/04/2025 POINTS: 5 points each/10 points total

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: 12/11/2025 POINTS: 15 points

9. Tests: 10/07/25 5 Points

12/04/25 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.

- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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

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.

Course Policy on the use of Artificial Intelligence (AI)

As technology continues to “evolve,” students may be tempted to rely more heavily on artificial intelligence to complete projects than is academically supportive of their learning and skills’ attainment. Therefore, in this course students are not to use artificial intelligence to do more than rudimentary tasks such as have been routinely supplied in programs such as Word. **Papers composed by ChatGPT and similar programs will be considered plagiarism.**

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. 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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, which is located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and build confidence. All tutors are recommended by the faculty to ensure that the tutor(s) they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/19/25	Syllabus Explanation		
8/21/25	Educating Exceptional Students	Ch. 1	
8/26/25	Schools, Government, & the Courts	Ch. 2	
8/28/25	Schools, Government & Courts		
9/02/25	Early Interventions	Ch. 3	
9/04/25	Early Interventions		
9/09/25	Learning Differences	Ch. 6	
9/11/25	Learning Differences		
9/16/25	Intellectual/Developmental	Ch. 4	Presentation
9/18/25	Intellectual/Developmental		

9/23/25	Emotional Behavioral Disorders	Ch. 8	Presentation
9/25/25	Emotional/Behavioral Disorders		
9/30/25	Language/Speech Disabilities	Ch. 9	Presentation
10/02/25	Language/Speech Disabilities		
10/07/25	Test #1		Chapter Notes Due
10/09/25	**Dyslexia Training Course**		
10/14/25	Student Development Week		
10/16/25	Student Development Week		
10/21/25	Autism Spectrum	Ch. 5	Presentation
10/23/25	Autism Spectrum		Book Review
10/28/25	Giftedness	Ch. 10	Presentation
10/30/25	Giftedness		
11/04/25	Hearing Impairments	Ch. 11	Presentation
11/06/25	Hearing Impairments		Teacher Interview Due
11/11/25	Visually Impaired	Ch. 12	Presentation
11/13/25	Visually Impaired		Resource Database Due
11/18/25	Physically Impaired	Ch. 13	
11/20/25	ESL Instruction/Bilingual	TEA Bulletin	Bibliography Due
11/25/25	Thanksgiving Week		
11/27/25	Thanksgiving Week		

12/02/25	ESL/Bilingual		ESL/Bilingual Due
12/04/25	Test #2		Chapter Notes Due
12/09/25	IEP Prep Day		
12/11/25	Final IEP Presentations		
	Region X Dyslexia Training	Certificate Due	

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.