

Identification	Subject	Special Education: An Introduction
	(Code, title, credits)	EDU 217, 3 credit hours
	Department	Education
	Program	Undergraduate
	Term	Fall 2018
	Instructor	Dr. Qaisar Sultana
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	Classroom/hours	3 clock hours per week, Mondays and Wednesdays from 11:50a.m. to 1:20 p.m.
	Office hours	MW 2:00 to 4:00 p.m.
Prerequisites	None	
Language	English	
Compulsory/ Elective	Elective	
Required textbook	None A copy of relevant chapters from the book will be provided to each student. (Hallahan, Daniel P., Kauffman, James M., & Pullen, Paige C. <i>Exceptional Learners: An introduction to Special Education. 14th edition.</i> Pearson. NYC. 2019.	
Course websites	https://www.washington.edu/doit/academic-accommodations-students-learning-disabilities https://www.kidsnewtocanada.ca/mental-health/developmental-disability http://www.apa.org/monitor/feb03/intelligent.aspx https://www.hearinglikeme.com/tips-for-teaching-a-preschooler-with-hearing-loss/ www.autismsociety.org https://ldaamerica.org/ https://www.thearc.org/learn-about/intellectual-disability http://www.traumaticbraininjury.com/ https://www.braintrauma.org/concussion	

Course outline	It is an introductory course in Special Education. It will consist of an overview of major categories of exceptionalities and a variety of special education programs and services.		
Course Objectives	<ul style="list-style-type: none">• Learning the technical vocabulary specific to special education.• Learning the difference between exceptionality and disability.• Acquiring basic knowledge of major categories of disabilities and their implications for teaching and learning.• Learning the process of identification of children and youth with disabilities.• Articulating the participation and active involvement in the education of parents of children and youth with disabilities.		
Learning Outcomes	Upon completion of this course students will be able to: <ul style="list-style-type: none">a. Describe the historical development of the field of special education including legislation and litigation.b. Discuss the definitions, educational, and behavioral characteristics of the major categories of exceptionalities including Learning Disabilities (LD), Mild/Moderate Mental Disabilities (MMD), Communication Disorders (CD), Behavior Disorders (BD), Autism, Attention Deficit Hyperactivity Disorders (ADHD) etc.c. Demonstrate knowledge of the identification process from referral to Individualized Educational Programing for learners with disabilities.d. Describe the continuum of special education service delivery systems and distinguish it from Inclusion.e. Discuss the roles of parents and families in the education of learners with disabilities, including advocacy and legal rights.		
Evaluation	Methods	Percentage (%)	
	5 unannounced quizzes	5%	
	Attendance and active class participation	5%	
	Class presentation	5%	
	2 assignments	10%	
	2 tests	15%	
	Mid term exam	35%	
	Final exam	25%	
Assessment	<p>Unannounced quizzes promote students’ attendance and preparedness for class. Students read their materials prior to coming to class. They do not cram the information just before a scheduled test or exam.</p> <p>Class participation encourages active learning and student engagement. It includes regular attendance, asking questions inside or outside the class, responding to questions, engaging in class discussions, taking a position, presenting their perspective, demonstrating their listening and speaking skills, etc.</p> <p>Assignments demonstrate students’ comprehension and writing skills. They provide opportunity to students to show their creativity and reflective abilities. Group projects help students to work cooperatively and collaboratively.</p>		
Policies	Regular attendance is expected. Absences will have a negative effect on a		

	<p>student grade.</p> <ul style="list-style-type: none"> • There is no make up for an unannounced quiz. A student who is absent will receive a zero. There is no make up for Mid-term or Final exam. A student who is absent the day of the mid-term or final exam will receive a zero. • Assignments are accepted on or before the due dates. Late submissions will result in reduced points except for emergencies when the instructor will extend the submission deadline. • Specifics and details of each assignment will be given by the instructor in the 2nd week of the semester.
Rules (Educational policy and behavior)	<p>Lesson organization</p> <p>General information on the subject will be provided for the students during lectures. Student's knowledge on the previous topics will be evaluated and new topic will be explained by means of visual aids. Student's knowledge level will be tested orally and in written forms before midterm and final exams. Submission of the individual and group assignments by the due date is mandatory.</p> <p>Attendance</p> <p>Participation of students at all classes is important. Students should inform dean's office about missing lessons for particular reasons (illness, family issues and etc.). Students, missing more than 25% of lessons, are not allowed to take the exam.</p> <p>Lates</p> <p>Those students who are late for lessons for more than 15 minutes are not allowed to participate at the lesson. Despite this, the student is allowed to take part in the second part of the lesson.</p> <p>Quizzes</p> <p>Those students who have informed the teacher and the dean's office about missing the quiz in advance for particular reasons, are allowed to take the quiz next week.</p> <p>Exams</p> <p>All the issues related to the participation and admission to the exam are regulated by the faculty dean.</p> <p>Topics of midterm and final exams are provided for the students before the exams. The questions of midterm exam are not repeated in the final exam.</p> <p>Violation of the rules of the exams</p> <p>Disrupting the quiz and taking copy during midterm and final exams is forbidden. Quiz papers of the student who do not follow these rules are canceled and the students are expelled from the quiz by getting 0 (zero).</p> <p>The rule for completing the course</p> <p>In accordance with the University rules the overall success rate to complete the course should be 60% or above. The students who failed the exam would be to take this subject next semester or next year.</p> <p>Rules of conduct for Students</p> <p>Disruption of the lesson and not following ethical norms during the lesson, as well as conduction of the discussions by the students without permission and using mobile phones is forbidden.</p>

Tentative Schedule

Week	Major topics	Textbook/ Assignments/ Deadlines
Sept. 17-21	Introductions, ice breaker Course organization, review of course syllabus.	
Sept. 24 - 28	Special education terminology: handicap/disability, exceptional learners. Prevalence of exceptional learners. History and origin of special education. Special education legislation. (Pp.1-18)	
Oct. 1 - 5	Identification of Exceptional learners, the identification process, response to intervention (RTI), Individualized education programming. (Pp. 20-29)	
Oct. 8 to 12	Placement issues for exceptional learners, Inclusion, technology (Pp 29-40)	
Oct. 15 to 19	Test one Intellectual disabilities/Mental retardation, definition (Pp. 78-83)	
Oct.22 - 26	Test review Prevalence of Intellectual disabilities, causes, identification, characteristics, educational implications (Pp78 – 106)	
Oct.29 – Nov.2	1st assignment due Learning Disabilities. Definitions, identification, achievement and ability discrepancy, characteristics (Pp 107-123)	
Nov. 5 -9	Mid Term Exam.	
Nov. 12 - 16	Review of mid-term exam. Feedback on 1 st assignment Attention deficit hyperactivity disorder (ADHD), evolution of ADHD, identification. (Pp. 139 – 146)	
Nov.19 - 23	Causes of ADHD, characteristics, educational implications (Pp. 146 – 163)	
Nov. 26 - 30	Test 2 Emotional and Behavior disorders, terminology, definition, classification, prevalence (Pp. 166- 172)	
Dec. 3 - 7	Review of test 2 Causes of behavior disorders, identification, characteristics, educational implications, interventions, etc. (Pp. 172-191)	
Dec. 10 - 14	2nd assignment due Autism, autism spectrum disorders, prevalence, causes, identification, educational implications (Pp. 193 – 207)	
Dec. 17 - 21	Student presentations	
Dec. 24 - 28	Review for Final Exam.	