Qatar University
College of Education -Department: Psychological Sciences
Course Syllabus

➢ **Course Information:**
Course Title: Children and Youth with Disabilities **Course Number and CRN:** SPED 420
Prerequisite: **Credit Hours (CR HRS):** 3
Department: Psychological Sciences
Class meeting time: Monday &Wednesday 9:30-10:50AM   **Location:** B04-208

➢ **Instructor Information:**
Instructor's name: Dr. Taha Adawi   **Email:** tadawi@qu.edu.qa
Office Hours: Monday &Wednesday 11:30-12:30 PM -   **Office Number**: B04-140

➢ **College of Education Conceptual Framework:**
 "Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

 College of Education Unit Learning Outcomes:
 Teaching:
   1. ☑ **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
   2. ☑ **Pedagogy**: Plan effective instruction to maximize student learning.
   3. ☐ **Technology:** Use current and emerging technologies in instructionally powerful ways.
   4. ☑ **Diversity:** Foster successful learning experiences for all students by addressing Individual differences.
 Scholarship:
   5. ☐ **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
   6. ☑ **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.
 Leadership:
   7. ☑ **Ethical Values:** Apply professional ethics in all educational contexts.
   8. ☐ **Initiative:** Lead positive change in education.

➢ **Course Description:**
This course is an introduction to special education with information regarding characteristics of individuals with exceptionalities, evidence-based instructional strategies, as well as legal policies in meeting students' needs.

➢ **Course Objectives:**
1. Demonstrate knowledge of the overview of laws that govern special education
2. Describe the role (including collaboration) of each participant in the referral, assessment, and IEP process.
3. Demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA.
4. Identify learning characteristics of students with exceptionalities.
5. Determine evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.

➢ **Course Learning Outcomes:**
1. Demonstrate understanding of the different disabilities faced at schools.
2. Demonstrate understanding of the learning processes and factors that impact student learning and the basics of applying effective classroom inclusive practices
3. Demonstrate understanding of the evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.

➢ **Textbooks & Readings:**
- **Required textbook**
- Smith, D., & Tyler, N. (2014). Introduction to contemporary special education. Upper Saddle River, NJ: Pearson

➢ **Supportive Textbooks and references**
- Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
- Henley, M., Ramsey, R., & Algozzine, R. (2006). Characteristics and strategies for teaching students with mild disabilities. New York: Pearson

➢ **Supportive Websites:**

http://www.ldonline.org	http://www-hoover.stanford.edu
http://www.lewisschool.org	http://www.nild.net
http://www.vocationallearning.org.u	http://www.pacificnet.net/~mandel/SpecialEducation.
http://www.ldresources.com	www.athealth.com
http://www.ldonline.org	http://www.werathah.com
http://www.lewisschool.org	http://www-hoover.stanford.edu
http://www.idebate.org/main/home.asp	http://www.nild.net http://www.psychtest.com

➢ **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.

7. The student is considered "F Absent" if he is, absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➢ **Use of Blackboard:**
   1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
   2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➢ **Course Matrix:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
1-2-7	1,2, 3, 4,5,	1	1,3	Exam -BIP – Case Study -brochure
1-2-4	1, 2, 3, 5,	2	2,3	Exams -BIP -Case Study
1-2-7	2	3	2	BIP -Case Study -Brochure
1-2-	2,3	3	2,3	Exams -IEP -Case Study - Brochure

➢ **Course Outline:**

Week	Topic	Assignment
1	Course overview and syllabus	Case Study + Brochure
2	Special Education Overview, IDEA	
3 -4	Inclusion	
5	Planning and Providing Special Education Services	
6	Pre-referral and Referral process/IEP's	
7	**Midterm Exam**	
8 -9	Learning Disabilities	Case Study + Behavior Modification Plan
10	Intellectual Disability	
11-12	Emotional/Behavioral Disorders	
13-14	Behavior Management	
15	Review	
16	**Final Exam**	

➤ Course assessments (Assignments):

- **Behavior Modification Plan (20%)** Student will develop an IEP on case study
- **Case study (20%):** Student will through a field visit will do a case study.
- **Brochure (5%):** Student required to design brochure on one of the disabilities
- **Midterm Exam (25%).** A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ Grades distribution:

N	Assessment tools	Grade	Submission date
1.	IEP	20%	
2	Case Study	20%	
3	Brochure	5%	
4	Exams	55%	
Total = 100			

➤ Grading System:

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ Academic Integrity:

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:
http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf
The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

➤ Intellectual Property (IP) violations / Plagiarism:

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of

publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**

"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

➢ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at:http://www.qu.edu.qa/students/support-and-development/special-needs

- ➢ **Student Complaints Policy:**

    Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure.
    For more information about the policy and processes related to this policy, you may refer to the following link:http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendix

Qatar National Professional Standards for Teachers:

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional development.
6. Maintaining effective partnerships with parents and community.

Assignments Rubric

Behavior Modification Plan Rubric

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Baseline Data	No data observational or measurable data or data was collected and analyzed incorrectly.	Only observational data stated, no measurable data stated OR measurement principles and practices were used ineffectively.	Use knowledge of measurement principles and practices to collect and interpret assessment results in baseline data may be inferred; Data analysis is stated.	Clearly shows use knowledge of measurement principles and practices to collect and interpret assessment results to produce baseline data; results are clearly and thoroughly presented.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.				
Statement of Student's Strengths	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.	
Needs Statement	No needs statement	Needs statement present, but not consistent with development and individual differences or responsive to the needs of the individual.	Needs statement is consistent with development and individual differences and is responsive to the needs of the individual.	Needs statement clearly demonstrates understanding of development and individual differences, response to the needs of the individual, AND is consistent with the data.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. **Key Element:** 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.				
General Curriculum Support	No statements or data about how the disability affects progress in the general curriculum	Briefly describes how the student's disability affects involvement and progress in general curriculum.	Describes how the student's disability affects involvement and progress in general curriculum and activities and targeted success in the general curriculum.	Clearly and thoroughly describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum, AND	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
				the difference between the student's performance (baseline data) and targeted success in the general curriculum.	
	Standards **International- Qatar University CED Standards- Masters in Special Education (2013)** **PLO:** PLO 4. Foster successful learning experiences for all students by addressing individual differences. **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. **Key Element:** 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities				
Goals as Related to Needs	No relationship between the identified needs and goals.	Limited relationship to needs identified; many needs not represented in goals statements.	Most goals emerge from the data analysis; most needs represented in goals statements.	All goals clearly emerge from the data analysis and include all needs identified.	
Behaviors/Skills and Outcomes	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes or to the characteristics of the individual.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes or to characteristics of the individual.	The goal describes the behavior/skill to be changed and relates to the individual's abilities, interests, learning environments, or cultural and linguistic factors. Measurable outcomes are discussed, but may not be clear.	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes and the individual's abilities, interests, learning environments, and cultural and linguistic factors.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **Key Element:** 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.				
Direction of Change	Goals are not appropriate to the needs of the student, not measurable; direction of change is not clear.	Most goals are appropriate to the individual needs of the student and indicate direction of change.	All goals are appropriate to the individual needs of the student, consistent and indicate direction of change. Some, but not all, are measurable.	All goals are clearly aligned with the individual needs of the student; all goals are measurable and clearly indicate direction of change.	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Student Performance Objective	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.	
Targeted Skills / Behavior	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Targeted behaviors/Skills	
Presentation of Student Progress	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP.

Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP. | |
| | **Standards**
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. | | | | |

CASE STUDY RUBRIC

	Unsatisfactory	Needs improvement	Acceptable	Target	Score/Level
Analysis and Synthesis	No data (No sources stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	
	Standards **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 6. Actively engage in scholarship in education.				
Diagnosis	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student	
Evaluation	No summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or referral	
Reflection	No description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Thoughtful description of the experience, the challenges, and the successes	
Miscellaneous	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length.	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length	

BROCHURE RUBRIC

Category	Excellent (4)	Good (3)	Almost (2)	Not Yet (1)
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of materials is confusing to the reader.
Content-Accuracy	The brochure has all of the required information and some additional information.	The brochure has all of the required information.	The brochure has most of the required information.	The brochure has little of the required information.
Writing-Mechanics	All of the writing is in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics / Pictures	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying test or appear to be chosen randomly.
Sources	A variety of sources (more than 3) are accurately listed on the brochure.	Three sources are accurately listed on the brochure.	Fewer than three sources are accurately listed on the brochure.	Incomplete citations are listed on the brochure.

✂ --

Pledge

I am the student: ------------------------------------

Course Title: --

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: ------------------------------------

- ID: ---

- Signature: ---

- Date: ---

(Please sign this part and hand it in to your instructor).