



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: EDUC

Course and Section #: 6311-X02

Course Title: Introduction to Exceptional Students

Credits: 3

Course Description

Provides a comprehensive introduction of characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. The course content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment, and support services for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. Studies the impact of disabilities on academic and social/emotional performances.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other:

Instructor Information

Instructor Name: George Odongo

Student Learning Outcomes

1. Explain significant philosophical and historical aspects of special education, as well as emerging issues, practices and research in the field.
 2. Describe current legislation pertaining to students with disabilities and their families, as well as ethical standards related to professional practices in the field.
 3. Identify the characteristics of various categories of exceptionality and how they inform educational strategies and decision-making.
 4. Explain the purpose and components of an IEP/IFSP and their processes, as well as the roles of team members.
 5. Evaluate effective communication strategies with parents/families from diverse backgrounds and professionals from other disciplines and community useful for those working with exceptional students.
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Course Materials and Texts

Friend, M. (2018). *Special Education: Contemporary Perspectives for School Professionals* (5th edition). Pearson, New York, NY.

Course Requirements

Course Assignments, Assessments, and Grading Policy

More detailed descriptions and rubrics for each assignment will be available in class and in Canvas.

Supreme Court Cases in Special Education.

The purpose of this assignment is to provide you with a brief examination and overview of the history of foundational cases that have paved the way for the right to education of children with disabilities.

Role of School Counselors in the IEP Process

School Counselor Resources for Parents/Families of Individuals with Disabilities from those held by others. The purpose of this assignment is for you to research one cultural group in any part of the world and how that culture views disability.

Learning Disabilities Case Study.

You will be required to complete a case study for a learner with LD.

Disabilities Presentation. For this assignment you are required to choose one of the thirteen identified disability categories included in IDEA. Create a 10-12 minutes presentation with audio narration on the chosen disability/exceptionality. Use an online presentation tool of your choice to present on one chosen disability/exceptionality case.

Field Experience

You will be required to complete and document 5 hours of field placement working with a school counselor.

Disability Research Paper/ The School Counselor's Role Research Paper

Required or Recommended Reading Assignments

American Psychological Association (2019). *Publication Manual of the American*

Psychological Association (7th ed). American Psychological Association, Washington, DC.

General Description of the Subject Matter of Each Lecture or Discussion

Summary of grading criteria

Course Requirements	Points
Supreme Court Cases in Special Education.	50
Role of the School Counselor in the IEP Process.	50
Learning Disabilities Case Study.	50
Preparing Preservice Counselors to Serve Students with Disabilities	50
School Counselor Resources for Parents/ Families	50

Disabilities Presentation	100
Field Experience	100
Disability Research Paper	100
Total points possible	550

Required Course Syllabus Statements

Generative AI

AI applications should not be viewed as substitutes for your innate creativity, individuality, and analytical thinking skills. The art of writing, critical thinking, and research are disciplines that require cultivation over time to refine your unique voice. Simultaneously, it is essential to understand the appropriate utilization of AI tools and recognize the situations where AI can offer valuable assistance to your work. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you.

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

It is your responsibility to ensure that the information you provide in response to an AI query adheres to certain standards, such as not infringing upon intellectual property rights, avoiding dissemination of misinformation, and refraining from unethical content. Proper documentation and citation of your use of AI tools are necessary to comply with university guidelines regarding academic integrity.

Students utilizing AI tools for their assignments must distinctly differentiate between their original work and the AI-generated content. In these instances, the portion of the student's work generated by AI should not exceed 15%. If there are any uncertainties or confusion regarding this matter, please do not hesitate to contact me for clarification before submitting your work.

Plagiarism occurs when you:

- Use another author or source's exact wording in a way that makes it seem like your own, regardless of the original form of those words (e.g., book, article, lecture, website, speech, graphic, or any other form like an AI text generator)
- Paraphrase another author's words in a manner that closely resembles the original passage without proper citation.
- Do not clearly acknowledge the authorship of someone else when submitting work.
- Create false information that is not supported by the actual research in a writing project
- Have someone else, whether paid or not, write your paper or use a paper mill website with pre-written papers
- Produce and submit a paper created using artificial intelligence, such as ChatGPT

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Using Remote Testing Software

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.