ECE103 | **Teaching Students with Exceptionalities**

Course Text

No need to track down a textbook; this text is provided digitally as part of the course enrollment:

Smiley, L.R., Richards, S.B., & Taylor, R.L. (2022). *Exceptional students: Preparing teachers for the 21st century* (4th ed). McGraw-Hill.

Course Description

Teaching Students with Exceptionalities is a course designed to help learners consider what it means to be teach exceptional students and how to effectively design learning students with special needs alongside students without exceptionalities--to the maximum extend appropriate. This course is designed around research-based instructional practices and will allow learners to discover approaches, techniques, and models, as they begin to build a collection of teaching tools to meet all students' needs.

Learning Outcomes

After completing this course, students will be able to:

1. Understand an overview of the history of special education and how it helped shape the current practices in special education
2. Identify the principles and procedures associated with placing and serving students in special education and the guidelines established by the Individuals with Disabilities Education IMprovement Act (IDEA)
3. Engage in discussion about the important role collaboration plays in orchestrating successful outcomes for students with special needs and how schools and communities come together to implement best practices
4. Review how to identify and teach students with learning disabilities and review the considerations for the general education teacher as well
5. Understand the characteristics, causes, and educational needs of students with intellectual disabilities and discuss the importance of encouraging high expectations for individuals with intellectual disabilities
6. Discuss the history and definitions of emotional and behavioral disorders and identify strategies for working with students with emotional or behavioral disorders
7. Review the speech and language disorders and how they fall under the broad category of communication disorders, and discuss issues surrounding English language learners
8. Consider the research on possible cuases of autism spectrum disorders and apply controversial theories regarding the causes of autism
9. Consider the history and foundations of the term "at risk," and define it and the prevalence factors of at risk students
10. Engage in discussion about attention deficit/hyperactivity disorder (AD/HD) and the prevalence figures as well as the history and definitions of AD/HD

11. Identify the history and foundational information of gifted education and review models of intelligence and learning while identifying modifications including enrichment and acceleration

Course Prerequisites

There are no prerequisites for Teaching Students with Exceptionalities.

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

Course Completion Policy

In order for a course to be considered complete, **all required coursework must be attempted, submitted, and graded.** Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

Assessment Types

StraighterLine courses may include any combination of the assessment types described below. Review the descriptions to learn about each type, then review the Course Evaluation Criteria to understand how your learning will be measured in this course.

Benchmarks
Benchmarks test your mastery of course concepts. You have 3 attempts, and your highest score counts.
Note: Cumulative Benchmarks (final exams) only allow 1 attempt.

Capstones
Capstones are project-based assessments that help you apply concepts to real-world scenarios. You have 2 attempts, and your highest score counts.

Checkpoints
Checkpoints are quick knowledge checks on important course concepts. All are open-book, and most have 1-3 attempts.

AI Use-Case Policies

StraighterLine Capstone assessments operate under one of three AI Use-Case Policies. These designations are selected intentionally to support learners in developing digital literacy, ethical reasoning, and authentic communication skills. Each model requires students to engage meaningfully with the course outcomes while adhering to academic standards.

Independent Work Requirement: Capstones with this designation must be completed independently without using AI tools. The goal is for learners to showcase their own understanding and skills without AI assistance. Students are expected to generate and submit original work developed solely through their own reasoning and effort.

AI-Assisted Planning Option: Capstones with this designation may allow AI tools to support brainstorming and assessment planning. If allowed, students will be asked to document any AI assistance by noting how it informed their work. Documentation must be included within the assignment or in a designated reflection field. Examples include describing how an AI tool helped organize an outline, generate ideas, or surface sources for further exploration.

AI-Integration Requirement: Capstones with this designation require AI tools as part of the learning process. Students will be asked to reflect upon their AI interactions and AI contributions to the assessment. Reflections must include which tools were used, how they were used, and what insights students gained from the process. This promotes transparency, ethical use, and metacognitive skill-building.

Course Evaluation Criteria

Your score provides a percentage score and letter grade for each course. A passing percentage is 70% or higher.

There are a total of 1000 points in the course:

Assessment	Points	Learning Outcomes
Checkpoint 1: An Overview of Special Education	10	1, 4
Benchmark 1: Checkpoint 1	30	1
Checkpoint 2: The Special Education Process: From Initial Identification to the Delivery of Services	10	2, 4
Benchmark 2: Checkpoint 2	30	2
Checkpoint 3: School, Family, and Community Collaboration	10	3, 4
Benchmark 3: Checkpoint 3	30	3
Checkpoint 4: Students with Learning Disabilities	10	4
Benchmark 4: Checkpoint 4	30	4
Capstone 1: Special Education Slide Presentation	125	1-4
Checkpoint 5: Students with Intellectual Disabilities	10	4, 5
Benchmark 5: Checkpoint 5	30	5
Checkpoint 6: Students with Emotional or Behavioral Disorders	10	4, 6
Benchmark 6: Checkpoint 6	30	6
Checkpoint 7: Students with Communication Disorders	10	4, 7
Benchmark 7: Checkpoint 7	30	7
Checkpoint 8: Students with Autism Spectrum Disorders	10	4, 8
Benchmark 8: Checkpoint 8	30	8
Capstone 2: Lesson Plan with Accommodations 1	200	4-8

Assessment	Points	Learning Outcomes
Checkpoint 9: Students Who Are At-Risk: Early Identification and Intervention	10	4, 9
Benchmark 9: Checkpoint 9	30	4, 9
Checkpoint 10: Students with Attention Deficit/Hyperactivity Disorder	10	4, 10
Benchmark 10: Checkpoint 10	30	4, 10
Checkpoint 11: Students Who Are Gifted and Talented	10	4, 11
Benchmark 11: Checkpoint 11	30	11
Capstone 3: Lesson Plan with Accommodations 2	235	4, 9, 10, 11
Total	1000	

Course Roadmap

This roadmap provides an overview of the checkpoints and lessons covered in this course.

Checkpoint 1: An Overview of Special Education

- Watch and Learn: Introduction Special Education
- Read: Textbook Chapter 1: pp.3-11
- Read: Textbook Chapter 1: pp.12-22
- Read: Textbook Chapter 1: pp.23-27

Checkpoint 2: The Special Education Process: From Initial Identification to the Delivery of Services

- Read: Textbook Chapter 2: pp.28-39
- Read: Textbook Chapter 2: pp.39-44
- Read: Textbook Chapter 2: pp.44-54

Checkpoint 3: School, Family, and Community Collaboration

- Read: Textbook Chapter 3: pp.55-64
- Read: Textbook Chapter 3: pp.65-77
- Read: Textbook Chapter 3: pp.78-85

Checkpoint 4: Students with Learning Disabilities

- Watch and Learn: High and Low Prevalence Exceptionalities Part I
- Read: Textbook Chapter 4: pp.86-98
- Read: Textbook Chapter 4: pp.99-115
- Read: Textbook Chapter 4: 116-132

Checkpoint 5: Students with Intellectual Disabilities

- Watch and Learn: High and Low Prevalence Exceptionalities Part II
- Read: Textbook Chapter 5: pp.134-146
- Read: Textbook Chapter 5: pp.147-157
- Read: Textbook Chapter 5: pp.158-176

Checkpoint 6: Students with Emotional or Behavioral Disorders

- Read: Textbook Chapter 6: pp.177-185
- Read: Textbook Chapter 6: pp.186-205
- Read: Textbook Chapter 6: 206-221

Checkpoint 7: Students with Communication Disorders

- Read: Textbook Chapter 7: pp.222-235
- Read: Textbook Chapter 7: pp.236-245
- Read: Textbook Chapter 7: pp.246-259

Checkpoint 8: Students with Autism Spectrum Disorders

- Read: Textbook Chapter 11: pp.369-380
- Read: Textbook Chapter 11: pp.381-393
- Read: Textbook Chapter 11: pp.394-414

Checkpoint 9: Students Who Are At-Risk: Early Identification and Intervention

- Watch and Learn: Other Exceptionalities
- Read: Textbook Chapter 13: pp.448-460
- Read: Textbook Chapter 13: pp.461-470
- Read: Textbook Chapter 13: pp.471-483

Checkpoint 10: Students with Attention Deficit/Hyperactivity Disorder

- Read: Textbook Chapter 14: pp.483-491
- Read: Textbook Chapter 14: pp.492-502
- Read: Textbook Chapter 14: pp.503-517

Checkpoint 11: Students Who Are Gifted and Talented

- Read:: Textbook Chapter 15: pp.518-528
- Read: Textbook Chapter 15: pp.529-543
- Read: Textbook Chapter 15: pp.544-553

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