



Sul Ross State University Department of Education

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Office Hours	By Appointment	Virtual Office Hours	As needed via GoToMeeting

Advanced Survey, Exceptional Children-Summer I 2015

Course Description:

A survey of exceptional children involving categorical identification, terminology, advocacy litigation, legislation at the national and state levels, and state guidelines involving special populations.

Required Text:

- Heward, W.L. (2008). *Exceptional Children*. Upper Saddle River, NJ: Pearson. (ISBN 978-0135144367)

Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Satisfactorily pass course quizzes and exams
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences

Course Objectives:

- The teachers knows the historical foundations of special education, major contributions to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities, and current issues and trends in special education.
- Apply skills for participating effectively in identifying, diagnosing, placing, and developing programming for students with disabilities.

- The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- The teacher responds appropriately to diverse groups of learners.
- The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Course Requirements:

- 1) Attendance
 - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- 2) Daily Readings
 - We will be covering an enormous amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required chapters. Please note which chapters will be covered and read ahead to keep up with the rigorous pace of the course.
- 3) Chapter Quiz **15 @ 20 points**
 - Each chapter will have a quiz that will accompany it. You may take each quiz posted within the week at any pace. All quizzes for the week must be completed by **NO LATER** than the due dates posted! I will not accept late work and once the quizzes close, they will not be reopened!
- 4) Discussion Board Participation **5 @ 3 points**
 - Each student will be required to submit a response to a posted discussion forum. These responses should not be a one or two lines sentence stating your agreement or disagreement with a particular subject. Responses should be value-laden and reflect the higher-level thinking skills and professionalism that is indicative of graduate students.
- 5) Final Exam **25 points**
 - A comprehensive exam will be administered on the last class day. This exam will cover all information covered in the course textbooks, and discussion posts, Blackboard announcements and lectures, and quizzes.

TOTAL 340 points

All assignments are due on the scheduled date. Late assignments will not be accepted!

A=340-306 points, B=305-272 points, C=271-238, D=237-204, F=203 and below

Course Schedule

Week 1: Tuesday, June 2-Monday, June 8

Access and review syllabus, introductions

Chapter 1, 2, and 3

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 2: Tuesday, June 9-Monday, June 15

Chapters 4, 5, 6

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 3: Tuesday, June 16-Monday, June 22

Chapters 7, 8, 9

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 4: Tuesday, June 23-Monday, June 29

Chapters 10, 11, 12

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 5: Tuesday, June 30-Monday, July 6

Chapters 14 and 15

Complete chapter quizzes, weekly discussion, and any additional assignments

Last Class Day/Final Exam: Tuesday, July 7

**The final exam and instructions for completion will be posted on Blackboard and will be open on Tuesday, July 7th.

****All assignments are due on the scheduled date no later than 11:55 pm CDT. Late assignments will not be accepted!****

Course Online Resources:

- Texas Education Agency Website- (www.tea.state.tx.us)
- Federal Regulations: Individuals with Disabilities Education Act (IDEA) '97 - www.tea.state.tx.us/special.ed/rules/cfr
- Procedural Safeguards, Parents' Rights – www.tea.state.tx.us/special.ed/explainsaf
- A Guide to the Admission, Review and Dismissal Process- www.tea.state.tx.us/special.ed/ardguide
- Assistive Technology- <http://www.texasat.net/default.aspx?name=homepage>
- Reading Resources- www.tea.state.tx.us/special.ed/reading/resource.html
- Student Success Initiative- www.tea.state.tx.us/student.assessment/resources/ssi/omdex/html

- Region 18 Website – www.esc18.net Legal Framework
 - National Institute of Mental Health- www.nimh.nih.gov
 - Center for Special Education Finance- www.csef-air.org
 - OSEP Technical Assistance Center on Positive Behavioral Interventions and Support- www.pbis.org
 - Individuals with Disabilities Education Improvement Act of 2004- www.ed.gov/policy/speced/guid/idea/idea2004.html
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Educator Standards Addressed for Educational Diagnostician-153:

Educational Diagnostician Standard I-The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

Educational Diagnostician Standard III-The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

Educational Diagnostician Standard V-The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Educational diagnostician Standard VII- The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Educational Diagnostician Standard X- The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

ED 5312 will contribute to the following Program Learning Outcomes (PLOs):

- The educational diagnostician candidate will demonstrate knowledge of factors that affect evaluations students with disabilities.
- The educational diagnostician candidate will discriminate between appropriate and inappropriate behaviors during observations and evaluations.
- The educational diagnostician candidate will demonstrate knowledge of legal foundations of psychoeducational assessment.

ED 5312 will address the following Student Learning Outcomes (SLOs):

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.

- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

Attendance Policy: Students are expected to attend all scheduled on-campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator Counseling and Accessibility Services	432-837-8203
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Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Electronic Equipment Policy: Use of cell phones and/or pagers is prohibited during class time.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!

This course syllabus is intended to be a guide and may be amended at any time.