



## Sul Ross State University Department of Education

|              |                                 |                      |  |
|--------------|---------------------------------|----------------------|--|
| Instructor   | Scarlet Clouse                  | Phone                | 432-837-8013   |
| Office       | Morelock Academic Building 305B | E-mail               | <a href="mailto:sanderson@sulross.edu">sanderson@sulross.edu</a><br>*(Best method of contact)* |
| Office Hours | By Appointment                  | Virtual Office Hours | As needed via GoToMeeting  |

---

### Advanced Survey, Exceptional Children-Fall 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. 10<sup>th</sup> edition (ISBN 9780132626163 )

#### 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
    - 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 **14@ 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 **14 @ 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. **Scoring: None or little response-0, superficially responds to prompt, little to no interaction with peers-1, adequately addresses the prompt and provides minimal interaction with peers-2, thoroughly address prompt w/ supporting details, engaged in discussions with more than 2 peer discussions-3**
  - 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 347 points**

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

**A=347-312 points, B=311-249 points, C=248-174, D=173-104, F=103 and below**

**Assignment Schedule and Details:**

The class will be structured using a weekly schedule. Every Monday the new week will be open and ready to be completed. The week will close on the following Sunday at 11:55pm CDT. All assignments for the week, unless otherwise stated by the instructor, will be due by the closing time on Sunday night. If these are not turned in at the end of the week before Sunday at 11:55pm CDT, a zero will be assigned.

Weekly Assignment Schedule:

| <u>Week</u> | <u>Assigned Chapter</u>     | <u>Open Date</u> | <u>Close Date</u>      |
|-------------|-----------------------------|------------------|------------------------|
| Week 1      | Chapter 1                   | August 31        | September 6            |
| Week 2:     | Chapter 2 & 3               | September 6      | September 13           |
| Week 3:     | Chapter 4                   | September 14     | September 20           |
| Week 4:     | Chapter 5                   | September 21     | September 27           |
| Week 5:     | Chapter 6                   | September 28     | October 4              |
| Week 6:     | Chapter 7                   | October 5        | October 11             |
| Week 7 :    | Chapter 8                   | October 12       | October 18             |
| Week 8:     | Chapters 9 & 10             | October 18       | October 25 (Midterm)   |
| Week 9:     | Chapter 11                  | October 26       | November 1             |
| Week 10:    | Chapters 12                 | November 2       | November 8             |
| Week 11:    | Chapter 14                  | November 9       | November 15            |
| Week 12:    | Open                        | November 16      | November 22            |
| Week 13:    | <i>Thanksgiving Holiday</i> | November 24      | November 29            |
| Week 14:    | Chapter 15                  | November 29      | December 6             |
| Finals Week |                             | December 7-10    | <i>*Final Due 12/8</i> |

***\*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](http://www.tea.state.tx.us))
- Federal Regulations: Individuals with Disabilities Education Act (IDEA) '97 - [www.tea.state.tx.us/special.ed/rules/cfr](http://www.tea.state.tx.us/special.ed/rules/cfr)
- Procedural Safeguards, Parents' Rights – [www.tea.state.tx.us/special.ed/explainsaf](http://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](http://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](http://www.tea.state.tx.us/special.ed/reading/resource.html)
- Student Success Initiative- [www.tea.state.tx.us/student.assessment/resources/ssi/omdex/html](http://www.tea.state.tx.us/student.assessment/resources/ssi/omdex/html)
- Region 18 Website – [www.esc18.net](http://www.esc18.net) Legal Framework
- National Institute of Mental Health- [www.nimh.nih.gov](http://www.nimh.nih.gov)
- Center for Special Education Finance- [www.csef-air.org](http://www.csef-air.org)
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Support- [www.pbis.org](http://www.pbis.org)
- Individuals with Disabilities Education Improvement Act of 2004- [www.ed.gov/policy/speced/guid/idea/idea2004.html](http://www.ed.gov/policy/speced/guid/idea/idea2004.html)

---

**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

