



Sul Ross State University Department of Education

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Office Hours	TTh: 9 am – 12:30 pm W: 9 am – 12 noon	Virtual Office Hours	As needed via Blackboard Collaborate

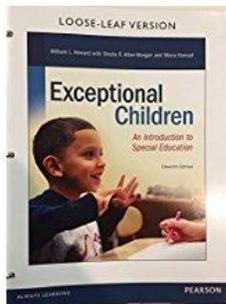
Advanced Survey, Exceptional Children-Fall 2018 8-week Course

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. (2017). *Exceptional Children*. Upper Saddle River, NJ: Pearson. (ISBN-13: 9780134201405 11th ed.) This is the newest edition of the book.



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 **5@ 30 points**
 - Each week will have a quiz that will accompany it, which is composed of all chapters, posted videos and articles, and/or discussions covered that week. 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@ 20 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) Project/Final Exam **300 points**
 - You will be required to complete a project that will demonstrate your knowledge of course material and the application of that knowledge. The project will be the final exam.

TOTAL Points=550

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

A= 550-495 points, B=494-440 points, C=439-385, D=384-330 points, F=329 and below

The course syllabus can be modified at any time.

Course Schedule

Module 1: Due Tuesday, 4 September

Access and review syllabus, introductions

Chapter 1, 2, & 3

Complete chapter quizzes, weekly discussion, and any additional assignments.

Module 2: Due Tuesday, 11 September

Chapters 4, 5, & 6

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 3: Due Tuesday, 18 September

Chapters 7, 8, & 9

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 4: Due Tuesday, 25 September

Chapters 10, 11, & 12

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 5: Due Tuesday, 2 October

Chapters 14 & 15

Complete chapter quizzes, weekly discussion, and any additional assignments

Project/Final Exam: Due Tuesday, 16 October

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/explansaf
- 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

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).

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

