Advanced Survey of Exceptional Children   **Summer 2022**

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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.

Textbooks

Required Text:

Heward, W.L. (2017). Exceptional Children. Upper Saddle River, NJ: Pearson. (ISBN-13:9780134201405 13th ed.)

Course Objectives

ED 5312 will contribute to the following Student Learning Outcomes (SLOs):
● Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
● Analyze the ethical and professional responsibility to the field of special education.
● Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities

Course Objectives
● Identify and describe disabilities according to federal definition of IDEA
● Construct Individualized Educational Program
● Interpret assessment reports
● Recommend Accommodations
● Describe present levels of academic and functional performance (PLAFP)

● Describe assistive technologies
● Describe culturally and linguistically responsible considerations

Program Marketable Skills:

Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Professional Standards

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

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Current Standards:
Competency 1
A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
B. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.
Competency 2
F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).
I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.
Competency 3
F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).
G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines
Competency 4
A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.
Competency 5D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior

(e.g., vocational, functional, academic, social) for students in various settings

Competency 6

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.

D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.

E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).

F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

General Course Policies

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LMS: This course will be delivered online in an asynchronous and synchronous format via Blackboard Learning Management System. This course site opens on the first day of classes

Schedule: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Letter of Recommendation: Every student enrolled in any courses toward the attainment of the Educational Diagnostician Program is required to demonstrate marketable skills which include:
Professional written and oral communication
- o   Business formal language in email communication at all times
- o   Quick return of professor correspondence within 24 hours
- o   Use of pragmatics when addressing professors and other university representatives
Adherence to timelines within the course
Attainment of competencies associated with courses and the program

This will result in a final letter of recommendation for the program. No additional letters or recommendations will be provided via online resources. This is cumulative and based upon qualitative feedback from all professors.

Late Assignment Policy: All assignments will have a close date listed on the course schedule. Late assignments will receive a zero. Should there be a late request the student is to request in writing within 1 day of late assignment. Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted with the exception of the final assignments due at end of course. It is expected that late assignments

will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Opportunities for Revision: This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. The instructor will reach out and either suggest a revision or give guidance for similar activities (e.g. discussion board) for the following module.   However, extensions and revisions are not offered for work that is missing. Additionally, should the student not apply suggestions at the next module or complete suggested revisions, no further opportunities will be offered. Revisions must be completed within the next module grading period (Due date, 11:59 pm) from when feedback is given.

University Policies

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Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

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 SRSU 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 SRSU 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.

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 (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. 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 or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

Syllabus Change Policy
The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:
  Adobe Acrobat Reader: https://get.adobe.com/reader/
  Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements
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Required Text Readings

Other required readings

Response to Readings on Discussion board. Occasionally you will be asked to respond to the readings in discussion board. Please use proper citation when referring to reading. In addition to a response to a thread on the discussion board, students will be responding to 2 of their classmates' postings. This should be responses to two different colleagues within the same thread. Responses should reflect a thoughtful conversation. Students should consult the rubric for grading criteria of these responses.

Case study assignments (35 points x 5): Each module will have multiple representative case studies. The case study will be in the form of a full and individual evaluation (FIE). Review the case studies and pick one. Each case study will follow our readings for the week (i.e. learning disability, intellectual disability). It is important that you read the chapter and rubric before beginning the response to the case study. Furthermore, there will be a virtual discussion board

available for case studies. If you have questions even if you are working on the same case as a classmate by all means discuss the case!

Case study template:
I. Student summary
II Present levels of performance summary (what can the student do? Keep it brief)
       o Reading
       o Math
       o Written expression
       o Adaptive behavior (within normal limits?)
III. Recommended IEP goals and objectives
IV. Recommended accommodations
V. Recommended modifications and rationale (if appropriate)
VI. Recommended behavior supports (if appropriate)
VII. Placement or support recommendations
VIII. Recommended community supports

Recommended but not required for Case Study Assignments:

Virtual Discussion Place. A forum has been created outside the modules to discuss case studies freely and bounce recommendations off each other. This forum is available to ask questions and gain understanding of the FIE in the Case Study. Case Studies are NOT group assignments. It is not designed for students to assign "pieces" of the assignment for a cumulative product. Case studies must be individually submitted and should reflect each person's individual interpretation. I cannot stress enough that there is no "right answer". This forum can be used to coordinate virtual study groups, ask questions and make recommendations directly back and forth within the discussion group. It is recommended that you talk to different people throughout this course. There will be different threads that correspond with the Case Study you choose. Choose only one case study per module. As a courtesy to your classmates that post on this board, do not lurk. If you read, respond. Ask or respond in some way to the postings even if the response is limited. Participation in this discussion board will not be graded. DO NOT SUBMIT YOUR ASSIGNMENT ON THIS PARTICULAR DISCUSSION BOARD. IT WILL NOT BE FOUND AND GRADED.

Assistive Technology WIKI (25 points) – Contribute to the Wiki by providing an assistive technology resource (website), tool or instructional accommodation suggestion for each of the following: ● Deaf, Hearing Impaired (state whether it is for Deaf, Hearing Impaired or both) ● Vision (state type of vision impairment if possible) ● Functional Communication, (state whether for receptive language or oral expression) Your participation is automatically logged in blackboard for each submission even though it may not display your name on your end. Full credit will only be given if 3 contributions are given. This assignment will remain open after the due date so that you can collect these resources for yourself. Late contributions are not accepted beyond the due date however.

Web Quests – About 4 web quests will be required. These web quests go over specific state information with regard to disabilities and eligibility

Quizzes. Quizzes will occur for each module. They may not be retaken.

Grading rubrics Rubrics are created for all assignments and can be found under the "My Grades" tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignments to understand expectations

Case study Rubrics

	1 Unacceptable	3 Limited but room for growth	5 Exemplary
Brief summary of student, disability and impact of disability on educational performance	missing	Summary is present, there may be limited understanding on impact the student's disability has on education performance	Summary Present, impact of disability statement shows a clear understanding
Instructional setting for classes is discussed and recommended	Not discussed	Student demonstrated limited understanding of LRE and FAPE in interpretation; Instructional setting is not varied when warranted	Student shows understanding of the full continuum of services and placement of the "case study student" in the Least Restrictive Way (LRE) Instructional setting may vary in the student's instructional day depending on the case
Recommended IEP goals are stated in observable terms	IEP goals are poorly constructed and limited	IEP goals and objectives are present but need greater work, not all areas of	IEP has multiple goals and objectives and addresses all of students needs

(e.g. Given a list of 10 cvc words, Drake will accurately decode the words correctly 4 out of 5 times)		student's needs were addressed	
Accommodations are recommended	Less than 5 accommodations are recommended; generic accommodations are given	Accommodations are present and address most areas of need of the student. Accommodations appear to be generated from a list rather than thoughtfully addressing all areas of need	There is a clear understanding of accommodations versus modifications; accommodations address all needs throughout the student's day
Modifications and rationale	Modification is stated without rationale or missing information	Modifications not recommended when appropriate	Clear understanding of modifications and use
*unique information specific to each case study (e.g. transition, adaptive behavior, behavior, learning disability). This will be explained at each case study module if applicable	Missing or extremely limited information	Demonstrates limited understanding of disability in comparison to other categories but knowledge is emerging	Demonstrates a clear understanding of the unique needs and programming of the case study
Response uploaded in discussion board for sharing; responds to 2 classmates	Not completed	Did not respond to others	Uploaded for sharing and responded to two other people
You may use small study groups or virtual discussion space to discuss the assignments beforehand	*	*	*

Assistive Technology Rubric (25 points)

- Brief description of the website, tool or instructional strategy
- Clearly states the type of population Deaf, HH, VI, SI)
- Clearly describes the disability within the population o Deaf, Hearing Impaired (state whether it is for Deaf, Hearing Impaired or both) o Vision (state type of vision impairment if possible) o Functional Communication, (state whether for receptive language or oral expression)
- Link for resource provided (website, tool, video, instructional strategy page etc.)
- Clearly written, appropriate grammar and spelling

Web Quest (30 Points each x 4)

- Concise and correct answers to all questions
- Any missing information will lose substantial points

Final (174 points)
You will have 3 hours to complete the exam. There is no backtracking and the final questions are randomized. There are multiple choice and essay questions on the exam. Again, the final

does not give you the option of backtracking to correct errors so be thoughtful.   Only people that have clearance with student services for a documented disability will have the option of having the time constraints lifted for an additional half amount of time (e.g. 1.5 x3).   Please make sure you have adequate bandwidth to take the exam. I will not allow you to retake the exam due to insufficiencies with your computer. Please find time to devote 3 hours to the exam. You may not stop and start the exam.

Grading
100% - 90%   A
89% - 80%   B
79% - 70%   C
69% - 60%   D
59% & below F

COURSE SCHEDULE

WEEK 1		Due Date June 6 midnight
MODULE ONE	Required Readings: ● Chapters 1-3 ● Read Syllabus Required Activities: ● Journal ● Discussion Board – Introduce yourself under "your classmates" tab. ● Quizzes Chapter 1, Chapter 2, and Chapter 3 Web Quest – Guide to the ARD process and Procedural Safeguards	*Meeting June 2nd @ 5pm central under meetings tab
WEEK 2		Due date: June 13 midnight
MODULE 2	Required Readings ● Chapter 4 Required Activities ● Journal ● CASE STUDY INTELLECTUAL DISABILITY Discussion Board Quiz Chapter 4 Web Quest - Timelines	*Meeting June 9th @ 5pm central under meetings tab
MODULE 3	Required Readings ● Chapter 5 Required Activities: ● Journal ● CASE STUDY LEARNING DISABILITY ● quiz Chapter 5 Web Quest – child find	

WEEK 3		Due Date June 20 Midnight
MODULE 4	Required Reading ● Chapter 6 and Chapter 7 Required Activities ● Journal ● CASE STUDY AUTISM ● quizzes Chapter 6 and 7 Disabilities Web Quest	
MODULE 5	Required Reading: ● Chapter 8, 9 and 10 Required Activities: ● Journal ● Assistive Technology WIKI CASE STUDY SPEECH IMPAIRMENT ● Quizzes	
WEEK 4		Due Date June 27 midnight
MODULE 6	Required Reading ● Chapter 14 Required Activities ● Journal ● Quiz Chapter 14	
MODULE 7	Required Reading: ● Chapter 11 Required Activities: ● Journal ● CASE STUDY OTHER HEALTH IMPAIRMENT ● Quiz Chapter 11	
WEEK 5		Due date July 2 midnight
MODULE 8	Required Reading: ● Chapter 12 and 15 Required Activities: Required Activities ● Journal ● CASE STUDY LOW FUNCTIONING AND MULTIPLE DISABILITY ● Quiz Chapter 12 and Chapter 15 FINAL multiple choice and essay	