EDSR 4306 Survey of Exceptional Children

Instructor Information*:*

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Course Description:

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A Survey of exceptional children involving categorical identification, learning characteristics, instructional intervention, and adjustment needs.
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Required Text: Pierangelo, R., & Giuliani, G. (2007). Special education eligibility: A step-by-step guide for educators. Corwin Press

Class Sessions:
This course is an ONLINE course.
Collaborate class sessions/Split-Web sessions will be listed on Announcements.

Course Requirements and Grading:

Professionalism, Attendance and Participation	A = 90-100%
	B = 80-89%
Exams	C = 70-79%
Video Reflections	D = 60-69%
Chapter Reflections	

Objectives
_____Course Objectives:
• Apply accommodations and UDL objectives relating to accessibility to "real world" experience
 • Identify disabilities outlined under IDEA
 • Explain stereotypes and greater cultural and neurodiversity understanding
 • Define social justice 2
 • Create a differentiated lesson plan for an inclusive classroom

ED 4306 contributes to the following Program Learning Outcomes (PLOs):
• The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for elementary (EC -6 grades) students
• The Interdisciplinary Studies – BS student will create a positive (EC-6 grades) elementary classroom learning environment.
• The Interdisciplinary Studies – BS student will teach developmentally appropriate lesson to (EC-6 grades) elementary students.
 • The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements of (EC-6 grades) elementary teachers.

ED 4306 will address the following Student Learning Outcomes (SLOs):
• Discuss special education, including definitions, basic legal requirements, and the history and development of the field.
• Define each exceptionality and describe its characteristics.
• Identify the steps in the special education referral process. • Detail placement and services for students with disabilities.

Professional Standards

Texas Administrative Code Rule §228.30 Educator Preparation Curriculum:
The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:
 (3) child development; (4) motivation; (5) learning theories; (8) state assessment of students; (10) classroom assessment for instruction/diagnosing learning needs; (11) classroom management/developing a positive learning environment; (12) special populations; (13) parent conferences/communication skills; (15) pedagogy/instructional strategies; (16) differentiated instruction

TEA Content Standards Addressed: Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

TEA PPR Standards Addressed:
Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
General Course Policies

LMS: This course will be delivered online in an asynchronous 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: 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.

Attendance/Format: This is an online class and all coursework, assignments, due dates, and instructions will be posted in the BlackBoard shell.

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).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

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.

University Policies

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 5 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#testeddevicesand-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-windowsmedia-player Apple Quick Time Player: www.apple.com/quicktime/download/

Schedule: ALL assignments, instructions, and due dates are listed in the Blackboard shell under the "Weekly Assignments" tab.