Survey of Exceptional Children
EDUA 4306
Summer II 2023

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Virtual Office hours via Blackboard
Tuesday 4pm-8pm; Thursday 4pm-8pm
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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.

Textbooks
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Required Text:
This class does not have an assigned textbook. It uses open educational resources (OER). The course assigned readings include articles from government-funded web resources, e.g., What Works Clearinghouse, Center for Parent Information and Resources, and the IRIS Center (Information Briefs).

Objectives
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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
- 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

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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 and synchronous format via Blackboard Learning Management System. This course site opens on the first day of classes.

Schedule: Our week will start on Monday, and finish on Sunday. All assignments are due at 11:59pm 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. 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. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze

Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

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.

Late Assignment Policy (Life Happens Policy): 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 module 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 Module 3 will be turned in at the due date of Module 4. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignment at the next grading cycle a failed grade will be submitted. It is the students responsibility to complete assignments at due date. The policy is implemented upon first late submission and additional extensions will not be granted.

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 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.

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/

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

Assorted Readings – Readings are from OER resources. While it looks like a lot in each module, it is not as much reading in comparison to typical text assignments.

Assorted Activities – These are typically PDFs that you will be asked to download, fill out and upload

Quizzes and Checks for Understanding – Questions will be in essay format. Questions are pulled from module assessments and readings

Modules (IRIS) – You are asked to complete the modules. You do not need to upload any assignment in the module. However, you are responsible for the information that will be in the quizzes.

Final Differentiated Lesson Plan:

You are to prepare a 45-minute lesson that has accommodations and curricular modifications for students with exceptional needs. You may organize this as a power point, prezi, or any format of your choosing. Make sure that

Plan to have in your class:

- 2 children that are gifted and talented in your content area
- 2 children with reading disabilities
- 1 child with intellectual disability/developmental disabilities
- 1 child with cerebral palsy in a wheelchair
- 12 general education students

Lesson Plan Outline:

I. State Standards (TEKs): https://tea.texas.gov/curriculum/teks/
II. Grade Level and Content Area
III. Student Learning Objective(s) for the lesson:
IV. Materials:
V. Materials needed for accommodation
VI. Pre-lesson Teacher Preparation:
VII. Pre-lesson Preparation for access for learning for all
VIII. Instructional Accommodations (specific to teaching)
IX. Assessment Accommodations
X. Explanation of inclusion for the class
XI. Modifications to curriculum that were needed (not all of TEKS addressed)
XII. Classroom Management
XIII. Disabilities addressed and rationale
XIV. Engage:(Provide background information, activate background knowledge, or link to previous lesson. Students want to know, "Why am I learning this?".
XV. Explore: (Provide an experiment, activity, or procedure for students.)
XVI. Explain: (Provide more opportunities for learning. For example, students might have a partner for some activity that further explains the lesson.)
XVII. Extend: (Provide opportunities to reinforce the lesson. For example, students might write questions and a note pad to ask the teacher—"Ask the Teacher" activity.
XVIII. Evaluate: (Provide opportunities for students to demonstrate mastery. This can be formal or informal evaluation. For example, students may get an "Exit Ticket" that must be answered and given to the teacher upon leaving the classroom.)
XIX. At the conclusion of the lesson, you will need to include a Reflection and Insights section. This section should include your reflection about the process of writing these lessons. You should describe your considerations for each type of student:
- 2 children that are gifted and talented in your content area
- 2 children with reading disabilities
- 1 child with intellectual disability/developmental disabilities
- 1 child with cerebral palsy in a wheelchair

Rubric

	Excellent	Fair	Poor
Student Learning	Lesson Plan requires students to interpret, evaluate, theorize, and/or synthesize information All enduring objectives clearly align with the state content standards, essential questions, the learning plan, and the assessment Lesson plan clearly addresses diverse learners including gifted and struggling students Questions include overarching essential questions as well as open-ended topical questions	Lesson Plan requires students to analyze and apply information, solve problems, and/or make conclusions Some enduring objectives align with state content standards, essential questions and learning plan Lesson plan provides weak support for diverse learners Essential questions are not clear.	Lesson Plan requires students to define, identify, describe, and/or summarize. Very little higher-order thinking is required to complete the learning objectives Relationship between enduring objectives and state content standards, but relationship to learning plan, essential questions, and learning plan is unclear Lesson Plan does not accommodate a diversity of learners Questions do not include overarching essential questions.
Implementation	Lesson Plan is clearly written and provides details for implementation Lesson Plan can be easily modified and implemented in a variety of classrooms	Lesson Plan is clearly written but lacks detail for implementation Lesson Plan might be applicable to other classrooms	Lesson Plan lacks clarity and is not an effective guide for implementation Lesson Plan is limited to the teacher's own classroom implementation
Student Assessment and Evaluation	Instrument(s) for authentic assessment of all targeted objectives are included A strong relationship is evident between learning objective and assessment of student learning	Instrument(s) for assessment of most targeted objectives are included A weak relationship exists between learning objectives, student need and assessment; assessment are all the same for all students, or do not take diverse student needs into consideration.	Instrument(s) for assessment of targeted objective are not included or the assessment(s) does not match the targeted objectives Relationship between objectives and assessment tools is unclear Assessments do not take student needs into consideration

Grading

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 A=100-91%   **B=90-81%**   **C=80-71%**   **D=70-61%**

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

(4) 19 TAC §228.30(b)

This course is based upon the following research-based practices (3)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, *102*, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.