

**SURVEY OF SPECIAL EDUCATION & Special Ed Law**  
**EDUC 3361: 4 credit hour online course**  
**Summer**

Instructor: Dr. Peggy Schimmoeller  
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**Required Textbooks:**

Online resources will be used. Refer to Moodle Page for details

**Text resources:**

Online resources will be used. Refer to the Moodle page created for this course.

**Open source textbook:** Educational Psychology: <https://courses.lumenlearning.com/suny-educationalpsychology/>

**We will use chapter 5: Students with Special Educational Needs**

**Additional assignments for 4 credit hour course:**

**Complete the following modules and submit the certificate of completion on Moodle:**

**Child Abuse and Neglect Recognition and Intervention Training:**

<https://www.dss.virginia.gov/abuse/mr.cgi>

**Dyslexia Awareness Training Module:** [https://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story\\_html5.html](https://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story_html5.html)

**Behavior Intervention and Support Training:** <https://cieesodu.org/initiatives/restraint-and-seclusion/>

**Course Description**

This course is an introduction to all general learning exceptionalities. Topics include characteristics and needs of students with learning disabilities, ESL, and intellectually gifted. Information related inclusion into general education classes, instructional strategies that facilitate learning, and the role of the general education teacher in these processes, and current educational trends and instructional strategies in special education are covered.

Students will demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with:

- (1) Learning disabilities;
- (2) Current Practices for Meeting the Needs of Students with Disabilities
- (3) Emotional disturbance;
- (4) Developmental delay;
- (5) Autism;
- (6) Other health impaired;
- (7) Traumatic brain injury; and
- (8) Multiple disabilities.

Knowledge of characteristics shall include:

- (9) Age-span/developmental issues;

- (10) Levels of severity;
- (11) Cognitive functioning;
- (12) Language development;
- (13) Emotional and behavioral adjustment;

### **Course Objectives**

1. Candidates will recognize the educational, psychological, medical, and social characteristics of persons with disabilities, including those from diverse cultural and ethnic backgrounds. (VDOE 8 VAC 20-21-430 1b, 1d, 1e, and 1f)
2. Candidates will understand how students are evaluated and identified for special education services, including the use of Responses to Intervention (RTI)
3. Candidates will understand the intent of special education law (IDEA) as it pertains to individualized education programs (IEP)
4. Candidates learn the various placement options and how they relate to least restrictive environment (LRE), inclusion and implementing inclusive teaching practices – including co-teaching
5. Candidates will understand transition best practices
6. Candidates will demonstrate an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences — economic, social, racial, ethnic, religious, physical, and mental
7. Candidates will describe the educational services and classroom practices appropriate for children and youth with disabilities, including practices (under the law) for including students with disabilities in regular education classrooms. (VDOE 8 VAC 20-21-430 4f and 4h)
8. Candidates will demonstrate sensitivity toward the influence a disability has on the exceptional individual and those around him/her.
9. Recognize uses of technology that shall aid the student in their education, work, and independent living including voice recognition software, math and science computer programs to assist in the learning process.
10. Understand social skill development and the unique social skills deficits and challenges associated with disabilities
11. Understanding of models and strategies for promoting students' self-advocacy skills
12. Understand the limitations teachers', college faculty members' expectations and perceptions have on achievement
13. Understand and apply the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities.
14. Understand the legal requirements of LRE, FAPE, IDEA, ADA, and Section 504 of the Rehabilitation Act
15. Understand the differences between accommodations and modifications

Course objectives are measured through written online responses (see rubric), responses given in class (formative assessment – anecdotal notes), a topic paper on a disability, and a final exam. In a graduate level course students are expected to achieve no lower than a B- for satisfactory work. **The Honor Code:** All tests and written assignments in this class are pledged work under the Randolph College Honor Code. I encourage you to study with other students in the class and discuss topics and assignments from this class with other students. Tests and written assignments must be your work alone. This includes all online work.

### **Accommodations for Disability**

Please talk with me and we will work on making all course work accessible.

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a disability and

require accommodations, please contact Diane Roy, Coordinator of Access Services, at 434-947-8132 or droy@randolphcollege.edu.

If you have a Letter of Accommodations from Access Services, I encourage you to discuss your accommodations and needs with me as early in the semester as possible.

### **Class and Community Guidelines**

In an online environment, collegial discourse is important. When someone is talking it is important to wait until the person has finished making his/her point before you respond or make a point. Make sure you first ask for clarification before disagreeing with a point of view or response. For example, rephrase what the speaker said, "The point you are making is....., correct?" or Can you help me understand what you are saying

Procrastination has no place in graduate school. Because of the workload, it is next to impossible to catch up once you fall behind.

### **Online posts**

You must write a post for online assignment as indicated. Assignment evaluations are based on your understanding of the readings. You must read all assigned readings thoroughly. Responses must be written in complete sentences, in paragraph format, and must be at least 2 paragraphs in length unless otherwise indicated. Responses will be graded based on your ability to apply, analyze, and evaluate information presented. Spelling, grammar and punctuation must be accurate.

### **Assignments:**

#### **Online posts**

Respond to each online assignment.

**Assignments:**

|  |        |
|--|--------|
| <b>Module 1:</b>   |        |
| Accessibility Survey & SPED Law – question responses         | 5pts.  |
| <b>Module 2</b>  |        |
| Sean’s Story Reflection                                      | 5pts.  |
| <b>Module 3</b>  |        |
| ESL/Bilingual video notes                                    | 5pts.  |
| <b>Module 4</b>  |        |
| Parent Teacher Conf. question answers                        | 5pts.  |
| <b>Module 5</b>  |        |
| Deeper learning questions                                    | 5pts.  |
| Meeting the Needs of Diverse Learners – question ans.        | 5pts.  |
| Inside Dyslexia notes  | 5pts.  |
| <b>Module 6 – lesson planning review</b>                     |        |
| <b>Module 7</b>  |        |
| Autism discussion group                                      | 5pts.  |
| <b>Module 8</b>  |        |
| RTI & LRE discussion posts                                   | 5pts.  |
| <b>Module 9</b>  |        |
| Powerful teaching response post                              | 5pts.  |
| LaVoie F.A.T. City response post                             | 5pts.  |
| <b>Short paper – 3 pages topic of choice</b>                 | 10pts. |
| <b>Module 10</b>   |        |
| ED/BD reading notes  | 5pts   |
| <b>Module 11 &amp; 12</b>                                    |        |
| Visual Impairment notes<br>Overview of Special Education Law | 5pts   |
| Deaf/HH notes  | 5pts   |
| <b>Final Exam</b>  | 20pts. |

Grading Scale:

|    |          |
|----|----------|
| A  | 93-100%  |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B  | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C  | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D  | 60-66.9% |
| F  | 0-59.9%  |

## Grading for Written Work

|                                       | Poor (0-60%)  | Fair (61-76%)   | Good (76-90%)  | Excellent (90%+)   |
|---------------------------------------|---|---|--|--|
| Spelling, capitalization, and grammar | Frequent errors   | Numerous errors, meaning is difficult on more than one occasion   | Few errors, may cause reader to slow down to understand meaning              | No errors or few minor errors that do not impede the flow of the reading |
| Style                                 | Paper is generally difficult to understand                              | Meaning is difficult in numerous sentences  | Meaning in one or two sentences is difficult                                 | The meaning is clear and wording succinct                                |
| Quality of responses                  | Some items have not been addressed, items generally not fully addressed | All items have a response, but more than two items do not have sufficient depth, or not all items have a response | All items have a response, but one or two items do not have sufficient depth | All items have a full response   |