Advanced Seminar in Education of Students with Hearing and/or Visual Disabilities

Spring 2017

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Please use my CDE email and put the following in every subject line UNC: from (your name) and then the topic. This helps me do a fast sort of emails specific to this class. For example, UN: from Tanni Anthony – question about assignment 1.

A. Course Description:

This course examines current issues and trends in the education of individuals whose disability occurs in less than one-fifth of one percent of the school-age population. Topics include policy issues, research, instructional needs and strategies, and administrative concerns in the education of students who are deaf/hard-of-hearing, blind/low vision, or deaf-blind. There will also be a focus, to more limited extent, on students with severe disabilities.

B. Prerequisites:

This course is available to graduate students at the post-Master’s program level with instructor permission.

C. Relationship of this Course to the Program Knowledge Base:

The program that prepares Directors of Special Education requires attention to the instructional leadership responsibilities for students with low incidence disabilities. Topics are introduced by program faculty members with expertise in all areas of exceptionality, and developed as in-depth topics for investigation of instructional leadership effectiveness.

D. Professional Standards Met:

All students pursuing the post-Master’s program in Special Education Administration are required to meet the requirements for Special Education Generalist licensure or the equivalent. This background addresses the Colorado Department of Education’s performance-based standards for Colorado teachers.
E. Goals of the Course:

1. Develop an understanding of current trends and issues associated with the education of students with low-incidence disabilities with a specific focus on sensory and severe disabilities.

2. Identify research, instructional strategies, service delivery options, and environments that contribute to the education of students with sensory disabilities and severe disabilities.

3. Analyze the instructional leadership responsibilities of special education administrators and regular education administrators (e.g., building principals) for the provision of appropriate education to students with low-incidence disabilities in the least restrictive environment.

F. Course Objectives:

1. Identify the impact of federal legislation and policy on the education of infants, children and youth with sensory and/or severe disabilities.

2. Discuss issues related to the development and education of infants, children, and youth with low-incidence disabilities with specific focus on sensory and/or severe disabilities.

3. Discuss problems and potential solutions related to developing communication skills in infants, children, and youth with sensory and/or severe disabilities.

4. Discuss methods for establishing appropriate educational environments for individuals with low-incidence exceptionalities.

5. Develop opinions, documented by the professional literature, on contemporary educational issues involving individuals with sensory and/or severe disabilities.

6. Discuss impediments to group research involving individuals with sensory and/or severe disabilities.

7. Identify alternative research designs for investigating questions about individuals with sensory and/or severe disabilities.

8. Locate resources and agencies providing information and services for students with sensory and/or severe disabilities.

G. Content of the Course:

1. Review of federal and state legislation defining low-incidence disabilities, and the impact of this legislation and other federal policy on the education of infants, children, and youth with sensory and/or severe disabilities.

2. Review of research on low-incidence disabilities to include limitations, merits, and potential alternative designs to address problems raised in discussion.

3. Methods of reading, writing, and abstracting research articles on low-incidence disabilities.
4. Current problems and issues in areas of low-incidence disabilities to include communication, educational strategies and/or environments, effective programs/services, research trends, and educational outcomes.

5. Development of concept papers addressing contemporary issues in the education of students with on sensory and/or severe disabilities.

H. Course Requirements:

1. Participate in simulations and online discussion. Due weekly, as assigned

2. Design a recommended educational plan for a hypothetical or actual student with a low-incidence disability. Due March 10th

3. Compare and contrast an issue related to development and/or education that cuts across low-incidence disability categories. Due April 7th

4. Create an Action Plan for conducting research on students with low-incidence disabilities in your school or district. Due May 1st

I. Grading Criteria:

All students are expected to follow the guidelines on academic honesty and professional ethics outlined for graduate students engaged in post-Master’s level work. Please refer to the UNC Catalog and the Graduate School Handbook for detailed information. In general, each student is expected to operate with integrity and produce quality work representative of educational leaders in the field of special education. The course will be treated as a learning experience for course participants and the instructor. Each unit is provided for access at a designated date and made available until the end of the semester. All assignments are to be completed by the designated deadlines dates, unless alternate arrangements are made with the instructor well in advance of the due date of the assignment. Final grades will be computed and translated into letter grades using the following scale:

<table>
<thead>
<tr>
<th>Standard Grading (UNC)</th>
<th>Quality Points</th>
<th>Graduate Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.300</td>
<td>Rare performance. Reserved for highly exceptional, rare achievement.</td>
</tr>
<tr>
<td>A = superior</td>
<td>4.000</td>
<td>Excellent. Outstanding achievement.</td>
</tr>
<tr>
<td>A- = A minus</td>
<td>3.667</td>
<td>Excellent work, but not quite outstanding.</td>
</tr>
<tr>
<td>B+ = B plus</td>
<td>3.334</td>
<td>Very good. Solid achievement expected of most graduate students.</td>
</tr>
<tr>
<td>B = above average</td>
<td>3.000</td>
<td>Good. Acceptable achievement.</td>
</tr>
<tr>
<td>B- = B minus</td>
<td>2.667</td>
<td>Acceptable achievement, but below what is generally expected of graduate students.</td>
</tr>
<tr>
<td>C+ = C plus</td>
<td>2.334</td>
<td>Fair achievement, above minimally acceptable level.</td>
</tr>
<tr>
<td>C = average</td>
<td>2.000</td>
<td>Fair achievement, but only minimally acceptable.</td>
</tr>
<tr>
<td>C- = C minus</td>
<td>1.667</td>
<td>Low performance.</td>
</tr>
<tr>
<td>Standard Grading (UNC)</td>
<td>Quality Points</td>
<td>Graduate Grading</td>
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<td>------------------------</td>
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<tr>
<td>D = poor, passing</td>
<td>1.000</td>
<td>Below average but passing. Not counted toward graduate degree credit.</td>
</tr>
<tr>
<td>D- = D minus, passing</td>
<td>0.667</td>
<td>Considerably below average but passing. Not counted toward graduate degree credit.</td>
</tr>
<tr>
<td>F = failure</td>
<td>0.000</td>
<td>Failure. Courses usually may not be repeated unless it is a required course. When the course is required, the student will re-register and obtain a satisfactory grade.</td>
</tr>
</tbody>
</table>

*Note:* Courses for which “D,” “F,” “U,” “W,” “UW,” “NR,” or “I” grades are awarded will not count in graduate degree programs and will not satisfy program deficiency requirements.

Late assignments are subject to a one step reduction in letter grade for each week or portion thereof submitted after the due date.

**UNC Incomplete Policy:**

An “I” is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of “I” with an earned grade on a student’s transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar’s Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

**J. Required Readings (per posted readings):**


Sections of these books will be used during the course via posted chapters. If you would like to purchase and own these items, they can be ordered through:

From: [www.perkins.products.org](http://www.perkins.products.org)

- *Blind and Visually Impaired Students: Education Service Guides*
- *Deafblindness: Educational Service Guidelines*
K. Suggested Readings:

The readings below provide some background information for this course. Besides the three aforementioned books listed above, your other course readings will be posted online on Canvas.


L. **ACCOMMODATIONS:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services office (970-351-2289) as soon as possible to ensure that accommodations are implemented in a timely fashion.

M. **ACADEMIC HONESTY:**

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/student_conduct_code.html](http://www.unco.edu/dos/student_conduct_code.html). Also see guidance related to plagiarism at [http://www.unco.edu/dos/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html). All assignments will be submitted to SafeAssignment™ for verification of originality.
N. DIVERSITY STATEMENT

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/sexualmisconduct/)

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity - http://www.unco.edu/cebs/diversity/

O. SCHOOL OF SPECIAL EDUCATION BELIEF STATEMENT

Mission: Founded in 1954, the School of Special Education is committed to excellence in basic and advanced teacher preparation in special education.

Goal: The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

A. Children and youth with exceptionalities are part of a larger community of diverse learners;
B. Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
C. Children and youth with exceptionalities excel when they are held to high standards and expectations;
D. Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected;
E. The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.