

TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Seminar-Learning and Neurological Disabilities
EDSP 5360
University of Texas at Tyler School of Education

Course:	EDSP 5360
Semester & Year	Fall 2025
Time & Days:	Online
Location:	Online

Instructor Information:

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Use this link to access Virtual Office Hours via Zoom. Join from PC, Mac, iOS or Android:
<https://uttyler.zoom.us/j/4154056690>

It is my desire that each of you profits from this course. I believe in open communication so we can all learn from each other. Please use the Coffee & Conversations discussion board in Canvas so we may practice open dialogue.

I also welcome you to visit with me in email if you need assistance or schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Catalog Description

This course provides a study of the behavioral, motor, and learning characteristics of individuals with learning and neurological disabilities.

Major area: **Special Education – Educational Diagnostician**

Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator

Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Specialty Set:
Educational Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC CEC
Demonstrate an understanding of learning disabilities and ADHD to include characteristics, legal issues and philosophical issues	<u>Domain I, II, III, IV-Standard IV</u> SEDS.3.K1 SEDS.5.K1 ACSI.1.K3
Demonstrate critical thinking, independent inquiry, analysis, and scholarly writing.	<u>Domain I, III, IV-Standard I, II</u> SEDS.6.S3 SEDS.6.S5
Demonstrate understanding of the evolution of theories and practices within the field of learning disabilities.	<u>Domain I, II, IV-Standard V</u> ACSI.3.K2 SEDS.5.K2 SEDS.5.K4
Demonstrate understanding and critical thinking regarding future trends in the field of learning disabilities	<u>Domain I, III, IV-Standard I, II</u> SEDS.5.K2 SEDS.5.K4
Demonstrate understanding of least restrictive environment for student with learning disabilities, placement options, and decisions and the procedures for determining least restrictive environment and home and family guidance.	<u>Domain I, II, III-Standard IV</u> ACSI.3.K3 ACSI.3.K5
Demonstrate understanding of specific areas of learning disabilities, instructional strategies, and remedial and accommodating approaches.	<u>Domain I, II, IV-Standard X</u> ACSI.3.K4 ACSI.3.K6 SEDS.1.S6

Evaluation and Grading

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Percentage of Weight by Assignment

1. Exams	5%
2. Quizzes	5%
3. Article Reviews	10%
4. Discussion Board Conversations	30%
5. Online Class Sessions (RTGM/Zoom)	30%
6. Dyslexia Module & TEA Dyslexia Academy Courses	20%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%

F = 59% and below

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 89.5 to 89.9 will be recorded as a B and a percentage of 79.5 to 79.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Last Day to Withdraw from Class: Nov 3, 2025

Description of Course Assignments, Evaluation, and Grading:

1. **Exams:** Exams are one way in which you can demonstrate your knowledge and skills over the semester. Your exams may cover textbook readings, online modules assignments and activities, and may be objective or short answer responses or a combination of both (50 points each).
2. **Quizzes:** After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, video lectures, assignments/activities, etc. (10 points each).
3. **Article Reviews:** Reading outside journal articles facilitates deeper understanding of the topics presented. A template for article reviews and scoring rubric will be posted on Canvas (20 points each).
4. **Real Time Group Meetings (RTGM):** RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics (40 points).
5. **Discussion Board:** Throughout the semester, you will have the opportunity to discuss case study scenarios involving students with varied learning disabilities via the Discussion Board. The purpose is on the Summary of Assessment, Statement of Eligibility, and the thinking that goes into making these critical decisions.

Original posts to the Discussion Board topic must be made during the Open Period to be awarded credit. After the Open Period closes, the Response Period will begin. During the Response Period, you will post responses to each other posts. You will receive no credit for the discussion board if an original post is made after the Open Period closes.

In this class Discussion Board posts and responses are formal assignments and should be approached as such. That is well-thought out and detailed responses to posts are required to earn credit. Posts will be graded according to the Discussion Board Scoring Rubric (37 points each).

6. **Dyslexia Module:** The dyslexia module is a six-week intense study on characteristics of dyslexia and an in-depth dive of dyslexia screenings and assessments. Because this is a six-week course of study, you will have the opportunity to engage in a variety of learning experiences and instructional activities **(TBD)**.
 - a. **TEA Dyslexia Academy Courses:** The Texas Education Agency has created several Dyslexia Academy courses that you will need to successfully complete in this course. These courses fulfill the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003 noted on pages 28-29 of the 2024 Dyslexia Handbook. **(100 points).** **To receive a grade of an A, B, or C in this course, you must complete each of the courses as assigned.**
7. **Zoom Class Sessions:** You will have the opportunity to participate in Zoom Conferences throughout the semester. The primary purpose of these class sessions is to facilitate conversations about course assignments/activities. The secondary purpose is to build an on-line community of learners **(75 points)**.

Teaching Strategies

The following instructional strategies will be employed during this class: video lectures, YouTube video clips/lectures, Canvas activities, multimedia and simulations.

Required Text and Related Readings

Mather, N. & Wendling (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013) *Handbook of learning disabilities* (2nd ed.). New York, NY: Guilford Press.

Recommended & Highly Encouraged

Dehn, M. (2014). *Essentials of processing assessment* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

There will be other readings as assigned in class. You will access all of our class notes, assignments, grades, and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas.

Course Policies:

- **People First Language/Class Etiquette:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class, we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic child.”
- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. That said, if you have a specific pronoun that you would like to be addressed by, please let me know. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.
- **Communication:** You’ll need to log in to Canvas regularly (at least once a week) to view that week’s assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I’m happy to meet with you in a Zoom conference.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.*** Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.
- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you must do the following:

Zoom Attendance Guidelines

1. **All Zoom meetings that are scheduled are required.** You must be logged in within 1 to 3 minutes of the start time of the meeting you signed up for.
2. ***You must attend the meeting you signed up for on the Google Doc.*** Once the schedule is set, you cannot change your meeting time and date and you are obligated to attend the meeting you selected. We work very hard to keep our groups small. As teachers, you should appreciate the time it takes to organize meetings and to keep small groups balanced.
3. If you do not attend the Zoom you selected on the Google Doc or you are not on time to your meeting, **you will receive no credit even if you attend another meeting.**

Zoom Participation Guidelines:

- a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
- b. Please make sure that you have access to a webcam. We want to see your bright smiling face. ☺
- c. Make plans to sign in early and have your technology working before the start of the meeting.
- d. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
- e. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you attend a different meeting than the one you signed up for on the Google Doc, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.
- **UniCheck:** All written assignments will be submitted via the Canvas submission link that utilizes UniCheck. UniCheck is a plagiarism detection device. A similarity match of 25% or greater indicates that you may have engaged in unethical behavior and a meeting with me will be scheduled.
- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**
- **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

- **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.

TENATIVE—SUBJECT TO CHANGES
EDSP 5360– TOPICAL OUTLINE
Fall 2025
Course Schedule Of Activities:

Date	Topic	Assignments	What's Due
August 25 – Aug 31 Module 1	Brief History of LD	Read Chapter 2 View Lecture	Quiz 1 <i>Sign up for the Zoom Meeting</i> <i>TEA Dyslexia Academy Opens</i>
Sept 1 – September 7 Module 2	Classification and Definition of LD/LD and the Law	Read Chapters 3 & 4 View Lecture	Quiz 2 Discussion Board (D.B.) #1 Open Week <i>D. B.</i> <i>Zoom Video Conference</i>
September 8 to September 14 Module 3	ELL and Reading/Adults with LD	Read Chapters 5 & 6 View Lecture	Quiz 3 D.B. #1 Response Week; D.B. #1 Due Article Review #1
September 15 to September 21 Module 4	RTGM “HB 3928”	RTGM	<i>RTGM #1</i>
September 22 to September 28 Module 5	ADHD, EF, and Reading/RAN and Reading	Read Chapters 9 & 10 View Lecture	Quiz 4 D.B. #2 Open Week
September 29 to October 5 Module 6	Memory Difficulties	Read Chapter 12 View Lecture	Quiz 5 <i>WM Video Presentation</i> D.B. #2 Response Week; D.B. #2 Due
October 6 to October 12 Module 7	LD and Math/Language Processes	Read Chapters 13 & 14 View Lecture	Quiz 6 D.B. #3 Open Week
October 13 to October 19 Module 8			Exam #1 D.B. #3 Response Week; D.B. #3 Due
October 20 to October 26 Module 9	Definitions and Characteristics of Dyslexia	Chapter 1 – Dyslexia Handbook Chapter 1 & 2 (Essentials)	Quiz 7 <i>Embracing Dyslexia Critique</i>
October 27 to November 2 Module 10	Dyslexia Screening	Read Chapter 2 – Dyslexia Handbook Read Chapter 11(Swanson, Harris, Graham)	Quiz 8 Article Review #2

November 3 to November 9 Module 11	Procedures for the Evaluation and Identification of Students with Dyslexia	Read Chapter 3 – Dyslexia Handbook Read Chapter 5 & 6 (Essentials)	Quiz 9 <i>Dyslexia Eval Reflections</i>
November 10 to November 16 Module 12	Critical, Evidence- Based Components of Dyslexia Instruction	Read Chapter 4 – Dyslexia Handbook Read Chapters 7, 8, and 9 (Essentials)	Quiz 10 <i>The Testing Psychologist Reflection</i>
November 17 to November 23 Module 13	Dysgraphia RTGM – “Thinking Through Dyslexia and Dysgraphia Assessment & Eligibility Decisions”	Read Chapter 5 Dyslexia Handbook Dyslexia & The FIE Webinar	D.B. #4 Open Week RTGM #2
November 24 to November 30	THANKSGIVING HOLIDAY	☺	☺
December 1 to December 7 Module 14	TEA Dyslexia Academy (Module opened Aug 25 closes December 7)		<i>TEA Dyslexia Academy Courses</i> D.B. #4 Response Week; D.B. #4 Due
December 8 to December 12 Module 15			Exam #2 (Closes Friday, December 12 at 8:00 am)

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET: EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS

Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.