Specific Learning Disabilities: Eligibility Criteria and Identification Process
Online Course Information & Syllabus
2013-2014

Online Technology: The online class will be delivered via Blackboard Learn. The participant will need internet capability in order to access the course materials, Discussion Board, quizzes, etc. Instructions as to how to log into the course will be sent with your registration confirmation.

Course Description: The focus of this course is the implementation of the eligibility criteria and identification process involved with the determination of a Specific Learning Disability. The content is based on the Colorado *Guidelines for the Identification of Specific Learning Disabilities, 2008, as well as updated guidance documents.* This course will provide a foundation for the effective implementation of these criteria and the identification process.

Course Objectives:

- Students will understand the eligibility criteria and identification process for Specific Learning Disabilities in Colorado.
- Students will know what documentation is required when making a special education eligibility decision in the area of SLD.
- Students will apply this knowledge to their roles and practices in schools/districts.

Required Text:

- Colorado's *Guidelines for Identifying Students with Specific Learning Disabilities, 2008* (download from CDE website: http://www.cde.state.co.us/cdesped/SD-SLD.asp)
- Additional readings/materials for each unit identified and available online at the start of each unit (week)

Course Credit Options:

- 16 professional development (recertification) hours from the Colorado Department of Education (no fee)

OR

- 1 graduate credit from Adams State College at $55.00. Sign-up information available through Blackboard starting on the first day of class.

Course Requirements It is expected that students will spend approximately 4 hours per week to satisfy each unit's content, quiz and participation requirements.

1. **Class Participation** (Required for both CDE recertification credit and graduate credit.)
   Students are required to participate in the online Discussion Board at least twice each week. A discussion topic for the week will be posted each Monday. The topic will be based on each week's specific focus, the assigned readings and PowerPoint presentation(s).

2. **Course Content** (Required for both CDE recertification credit and graduate credit.)

Students are expected to read/work through course content material and view the PowerPoint lectures.

3. **Weekly Quizzes** (Required for both CDE recertification credit and graduate credit.)
   Students are required to complete the weekly quiz over each unit's content.

4. **Final Assignment** (Required for optional graduate credit only.)
   The "final assignment" will be due one week following the last day of the class.

General Course Schedule:

- The course runs for four weeks.
- Each unit runs for one week. The content for each new unit will be available by 8:00 AM on Monday.
- Requirements for each unit may be completed anytime during that week.
- Discussion Board topics will change each week to align with the content covered by that week's unit materials.

COURSE OUTLINE

Unit 1: Introduction, Laws & RtI

- Introduction to Specific Learning Disabilities, the eligibility criteria, and the identification process
- Relevant Federal and State laws
- Overview of the components of a Response to Intervention framework essential to SLD identification

Unit 2: SLD Eligibility Determination

- Eligibility criteria
  - Significant academic skill deficit
  - Insufficient progress in response to scientific, research-based intervention
- Other required considerations
  - Consideration of the "exclusionary" factors
  - Consideration of appropriateness of instruction and English language proficiency (effects on learning difficulties)

Unit 3: Referral, Evaluation & Documentation

- Referral for special education evaluation
  - Referral for a child receiving interventions through RtI
  - Referral by a parent whether or not child already in problem-solving process
- Full and Individual Evaluation:
  - Review of existing data and evaluation planning
  - Types of assessment data
  - Body of evidence and integrated evaluation report
- Summary of documentation requirements

Unit 4: Special Considerations, FAQs, & Changing Roles

- Special Considerations (e.g., older students, "twice exceptional," English language learners)
- Frequently Asked Questions (e.g., questions related to dyslexia, "slow learners," and Independent Educational Evaluations)
- Changing Roles of Special Educators and Related Service Providers