

**SpEd 475.001 – Collaboration, Accommodation, & Modification
Fall, 2012**

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Course Description: Collaboration models and accommodation and modification strategies are presented for content area instruction.

Text: Vaughn, Bos, & Schumm (2011). *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom (5th Ed.)*. Boston: Pearson.

Course Objectives: Students will:

- 002 understand formal and informal assessment and evaluation procedures and know how to evaluate student competencies to make instructional decisions,
- 003 understand and apply knowledge of procedures for planning instruction for individuals with disabilities,**
- 004 understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology,
- 005 know how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations,**
- 008 promote students' performance in English language arts and reading,**
- 009 promote students' performance in mathematics,**
- 012 know how to communicate and collaborate effectively in a variety of professional settings.

Anticipated Schedule:

Wk 1: Aug. 27 & 29	Introductions - Course, Instructor, & Classmates; A Foundation - Ch. 1 (SpEd & Inclusive Schooling)
Wk 2: Sept. <u>3</u> & 5	Ch. 2 (Response to Intervention: Developing Success for All Learners) <i>Class cancelled on Sept. 3 (Labor Day)</i>
Wk 3: Sept. 10 & 12	Ch. 3 (Communicating & Collaborating with Other Professionals & Families)
Wk 4: Sept 17 & 19	Ch. 4 (Teaching Culturally & Linguistically Diverse Students)
Wk 5: Sept. 24 & <u>26</u>	Complete discussion of Chs. 1-4; <i>Exam #1 Sept. 26</i>
Wk 6: Oct. 1 & 3	Review Exam 1; Begin Ch. 12 (Facilitating Reading)
Wk 7: Oct. 8 & 10	Ch. 13 (Facilitating Writing)
Wk 8: Oct. 15 & 17	Ch. 14 (Helping All Students Succeed in Mathematics)
Wk 9: Oct. 22 & 24	Ch. 15 (Differentiating Instruction & Assessment for Middle & High School Students)
Wk 10: Oct. 29 & 31	Ch. 16 (Fostering Strategies for Student Independence)
Wk 11: Nov. 5 & <u>7</u>	Complete discussion of Chs. 12-16; <i>Exam #2 Nov. 7</i>
Wk 12: Nov. 12 & 14	Presentations- LD & ADHD; Communication Disorders
Wk 13: Nov. 19 & 21	Presentation- EBD; <i>Class cancelled Nov. 21 (Thanksgiving Holiday)</i>
Wk 14: Nov. 26 & 28	Presentations- ASD/PDD; Developmental Disabilities
Wk 15: Dec. 3 & 5	Presentations- Lower- Incidence Disabilities

Assignments/Activities/Expectations:

Exams: Two exams will be required over chapters 1-4 and 12-16 on the scheduled dates. Exams may include any combination of true/false, multiple choice, short answer, and essay items. Questions will cover information contained in the text and other materials presented in class or in documents shared. Pencils, paper, and scantrons will be needed on exam dates.

If a student has an *excused* absence on the day of an exam, it is that student's responsibility to provide a *dated written excuse and/or doctor's note* to the instructor and arrange for a make-up test *prior to the next class period or within 48 hours of the scheduled exam*.

Chapter Quizzes and Reflections: Expect weekly quizzes or reflections over chapter readings. These assignments will help you prepare for the two exams and will also help you apply the information in the chapters to "real world" situations. Unless otherwise announced, plan to have completed the assigned reading for these quizzes or reflections by Wednesday of each week. *See note above regarding making up this requirement for an excused absence*.

Resource Presentations: Individually or in pairs, you will select one of the disability categories covered in IDEIA and present resources specifically related to serving students identified in the category you select (Chs. 6-11 of the text). A sign-up sheet will be provided in class, along with a detailed assignment sheet and rubric.

Attendance and Participation: Professional behavior includes being punctual, attending ALL scheduled class sessions, and actively participating until class sessions are dismissed. Excessive absences can result in course failure or in being administratively dropped from the course. Students will be responsible for signing in each class period to confirm their attendance. Class attendance and participation will be worth 30 points and *these points cannot be made up if class is missed*. A point will be deducted for each absence.

*****Four equally important factors will be considered when scoring all assignments submitted. These factors are: 1) accuracy, 2) completeness, 3) professional presentation (plan to proof your responses carefully and maintain professional language and format), and 4) completion/submission by the due date.**

Grading:

Exams (2 @ 100 points each)	200
Chapter Assignments (9@10 points each)	90
Resource Presentations	50
Attendance & Participation	30
Total possible points:	370

Point Distribution:

A = 331-370

B = 294-330

C = 258-293

D = 221-257

F = 220 or lower

Other Important Notes:

- All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see current Student's Guidebook).
- Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu