

Course Syllabus

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eCollege SPED 586 Weekly Q&A Forums
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SPED 586 – Inclusion Strategies and Accommodations **Course Syllabus** *Content Tentative and Subject to Change*

Course Required Texts: **Information**

Mastropieri, M. A. & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, New Jersey: Pearson Education, Inc. (4th edition) ISBN-1-9780136101277.

Publications Manual of the American Psychological Association (6th ed.). (2010) Washington D.C.: American Psychological Association.

Each week, I will provide you with detailed step-by-step instructions in reference to course guidelines to include audio presentations within weekly agendas that you can access via our SPED 586 eCollege course shell. Please carefully review all text and videos that I provide to you within each weekly agenda.

While we will meet on selected Monday Evenings at MPLX 123 and AGT 233 from 4:30 pm – 7:10 pm, each week will begin on a Monday and conclude the following Midnight Sunday with the exception of Week 16, which concludes Midnight Thursday of that particular week.

Professionalism and Attendance Policy:

Student participation is a critical element of the course structure. Students are expected to engage in the scholarly discourse of the scheduled subject matter and respect (not necessarily agree with) opinions of classmates.

The following points will be deducted from your final grade for subsequent absences: 3rd absence = 20 points: more than 4 absences = 40 points.

Course Description:

Characteristics of students with mild and moderate disabilities are examined. Collaboration models and accommodation strategies are presented for use from early childhood through middle school grades. The purpose of the course is to explore research-based instructional strategies for addressing individual needs of students with special needs in inclusive settings. Collaboration models and accommodations are included.

Student Learning Outcomes:

Competencies within the special education EC-12 certification and educational diagnostician certification associated with this course are as follows:

The special education teacher

Understands and applies knowledge of characteristics and needs of students with disabilities.

Understands and applies knowledge of how to promote educational performance in all content areas by facilitating achievement in a variety of settings.

Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Understands and applies knowledge of philosophical, historical, and legal foundations of special education.

Understands and applies knowledge of professional roles and responsibilities adhering to legal and ethical requirements of the profession.

Understands and applies knowledge of effective communication and collaboration in a variety of professional settings.

The educational diagnostician

Understands process of learning and development and demonstrates knowledge of effects of disabilities on student's learning and development.

Interprets assessment results to enhance knowledge about individual learners and their functioning.

Uses assessment information to make recommendations about educational placement, services, and programming that respond to learners' identified needs and that enhance their educational functioning.

Course Design of the Class and Communication: Requirements

This is a web-enhanced class. While this class will meet on selected Monday evenings, please review the eCollege weekly agendas that complement the course calendar and updated announcements within our SPED 586 eCollege course home page for updated information pertaining to this course.

In order to minimize confusion and repetition, I like to communicate through personal email as little as possible. Therefore, each of the weekly agendas within our SPED 586 course shell has a link entitled *Weekly Q&A* where you can post questions and review responses to questions.

that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through these *Weekly Q&A* forums. If you prefer to correspond via telephone, simply email me a telephone number where I can reach you and a time that will be convenient for me to call you. Prior to asking a question, please quickly review previous responses within a particular *Weekly Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

You are also welcome to stop by my office during the office hours that I posted at the beginning of this course syllabus.

Assignments:

Assignments that you complete for this course should not have been used in other courses.

You must complete all assignments to earn an A in this course.

Grading Rubric: A: 130 – 117 B: 116 – 104 C: 103 – 91 D: 90 – 78 F: 77 – 0

Adult Show & Tell: (10 points)

Throughout the semester, you will have an opportunity to share a personal experience (i.e. article, book, website, television show, movie, personal observation) that relates to the content of SPED 586. This assignment does not require the turning in of formal documentation or written material. Adult Show & Tells will be conducted at the beginning of each class.

Weekly Discussion Forums: (12 @ 5 points each)

Twelve weekly agendas within this course contain a discussion forum. I would like for you to respond to the question or activity that is specifically designated for each discussion forum activity. Utilize the resource/reading list that complements each discussion forum and create an original discussion post to respond to a particular forum by **Thursday** of each discussion forum week.

I would then like for you to interact and provide feedback to at least two of your classmates' original discussion forum posts. Your contribution to the discussion forums will be graded on **quality** not quantity, **timeliness** of your contributions (please do not wait until Saturday to begin participation), and a **detailed analysis** of linking together theory to application via critical thinking evident within your discussions. Each discussion forum will be open **until Midnight Sunday** of each discussion forum week.

SPED 586 Discussion Forum Grading Rubric

Timeliness of posting your original discussion forum post to allow sufficient time for peer feedback. Post by the Thursday of	0 1 2 3
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particular discussion forum week.	
Quality of constructive feedback that you provide to at least two classmates in reviewing their original discussion forum posts prior to Midnight Sunday of particular discussion forum week.	0 1 2
	Point Total = /5

Reflection Assignments: (3 @ 20 points each)

You will be provided with three reflection assignments to complete by specified due dates (course calendar), which should be written in essay format (please avoid outlines and simple listings). Utilize the weekly agenda resources that complement each reflection assignment, **completely** answer questions and write responses in your own words (*refer to student handbook regarding plagiarism*). Please submit your reflection assignment through our eCollege course dropbox by specified due dates.

You will see a turnitin percentage when you submit a reflection assignment through the dropbox. While you want a low turnitin percentage figure (below 35%), you do not need to worry about your turnitin percentage unless I notify you via the dropbox.

	SPED 586 Reflection Assignment Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>
	<i>Assignment Requirements</i>
5	The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	The writer addresses each aspect of the assignment.
3	The writer addresses the appropriate topic and partially fulfills assignment requirements.
2	The writer addresses the appropriate topic, but omits most or all of the assignment requirements.
1	The writer is off topic or vaguely addresses the topic.

	<i>Quality of Details</i>
5	Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.
4	Details support the elements of the text with sufficient clarity, depth and accuracy.
3	Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
2	Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
1	Details do not develop the elements of the text.
	<i>Quantity of Details</i>
5	All points are supported by a sufficient number of details.
4	All points are developed by some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
	<i>Grammar and Mechanics</i>
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the paper possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
	Earned Point Total: /20

Technology Requirements This is a web-enhanced class. All reading material and assignments will be delivered online using the eCollege learning media platform. The following technology resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course and ADA Statement:

University Specific Procedures/Policies

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

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148 StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Professionalism:

Student participation is a critical element of the course structure. Students are expected to engage in the scholarly discourse of the scheduled subject matter and respect (not necessarily agree with) opinions of classmates.

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams, other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).

COURSE CALENDAR:

Each weekly agenda begins on a Monday and concludes the following Midnight Sunday, with the exception of Week 16, which concludes Midnight Thursday. Class meetings are Tuesdays mornings from 9:30 am until 10:45 am in EDN 121.

Course Calendar (*tentative to change*)

Date	Topic	Assignment Due
Week 1	Introduction to Inclusive Teaching Class Meeting: August 27 @ 4:30 pm	
Week 2	Collaboration: Partnerships and Procedures No class meeting this week.	Week 2 Discussion
Week 3	Teaching Students with Higher-Incidence Disabilities No class meeting this week.	Week 3 Discussion
Week 4	Teaching Students with Lower-Incidence Disabilities Class Meeting: Sept. 17 @ 4:30 pm	Week 4 Discussion

Week 5	<p>Teaching Students with Other Special Learning Needs</p> <p>No class meeting this week.</p>	Reflection Assignment 1 due by conclusion of Week 5. Please submit to eCollege course dropbox by Midnight Sunday.
Week 6	<p>Effective Differentiated Instruction for All Students</p> <p>Class Meeting: October 1 @ 4:30 pm</p>	Week 6 Discussion
Week 7	<p>Improving Classroom Behavior and Social Skills</p> <p>No class meeting this week.</p>	Week 7 Discussion
Week 8	<p>Promoting Inclusion with Classroom Peers</p> <p>Class Meeting: October 15 @ 4:30 pm</p>	Week 8 Discussion
Week 9	<p>Enhancing Motivation and Effect</p> <p>No class meeting this week.</p>	Week 9 Discussion
Week 10	<p>Improving Attention and Memory</p> <p>Class Meeting: October 29 @ 4:30 pm</p>	Reflection Assignment 2 due by conclusion of Week 10. Please submit to eCollege course dropbox by Midnight Sunday.
Week 11	<p>Teaching Study Skills</p> <p>No class meeting this week.</p>	Week 11 Discussion
Week 12	<p>Assessment</p> <p>Class Meeting: Nov. 12 @ 4:30 pm</p>	Week 12 Discussion
Week 13	Literacy	Week 13 Discussion

	No class meeting this week.	
Week 14	Mathematics Class Meeting: Nov. 26 @ 4:30 pm	Week 14 Discussion
Week 15	Science and Social Studies No class meeting this week.	Week 15 Discussion
Week 16	Career and Technical Education, and Transitions Class Meeting: Dec. 10 @ 4:30 pm	Reflection Assignment 3 due by conclusion of Week 16. Please submit to eCollege course dropbox by Midnight Thursday.