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


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.

Tentative Schedule:

Jan. 15-Feb. 5 Introductions - Course, Instructor, & Classmates; A Foundation - Ch. 1 (SpEd & Inclusive Schooling)
Ch. 2 (Response to Intervention: Developing Success for All Learners)
Ch. 3 (Communicating & Collaborating with Other Professionals & Families)
Ch. 4 (Teaching Culturally & Linguistically Diverse Students)

Feb. 12 Exam 1 (Ch. 1-4)

Feb. 19-Mar. 26 Review Exam 1; Ch. 12 (Facilitating Reading)
Ch. 13 (Facilitating Writing)
Ch. 14 (Helping All Students Succeed in Mathematics)

*Mar. 12 Spring Break – Class will not meet.
Ch. 15 (Differentiating Instruction & Assessment for Middle & High School Students)
Ch. 16 (Fostering Strategies for Student Independence)

Apr. 2 Exam 2 (Ch. 12-16)

Apr. 9-Apr. 30 Review Exam 2; Ch. 6 (LD & ADHD); Ch. 7 (Communication Disorders)
Ch. 8 (EBD); Ch. 9 (ASD/PDD)
Ch. 10 (Developmental Disabilities); Ch. 11 (Lower-Incidence Disabilities)

Assignments/Activities/Expectations:

Exams: Two exams will be required on the scheduled dates. Exams will include some combination of true/false, multiple choice, short answer, and essay items. Questions will cover information contained in the text and other materials presented in the lecture or 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 Assignments:** There will be a quiz or reflection for each chapter covered on the two exams. These assignments will help you prepare for the exams and will also help you apply the information in the chapters to “real world” situations. These assignments will be completed in class or at home and brought to the following class meeting. Four equally important factors will be considered when scoring assignments. 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. *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 (Ch. 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.*

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
<td>A</td>
<td>331-370</td>
</tr>
<tr>
<td>Chapter Assignments (9@10 points each)</td>
<td>90</td>
<td>B</td>
<td>294-330</td>
</tr>
<tr>
<td>Resource Presentations</td>
<td>50</td>
<td>C</td>
<td>258-293</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>30</td>
<td>D</td>
<td>221-257</td>
</tr>
<tr>
<td>Total possible points:</td>
<td>370</td>
<td>F</td>
<td>220 or lower</td>
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</tbody>
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**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).
- Use of Cell Phones: Common courtesy and professional behavior prohibit the use of cell phones (including for texting) during class. It is expected that all cell phones will be turned “off” during class time. If there is a personal emergency that necessitates keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.

- 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