

**Issues with Inclusion
Special Education 480**

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Office Hours: By appointment

Class Meeting: TBA

Course Text: TBA

Supplemental Readings: Students will be required to bring a current (2009-2012) journal article (empirical) pertaining to the topic of the lecture for each class, except for test dates. Articles are available at the metroplex library or on-line at www.tamu-commerce.edu.

Instructional Method: Primarily classes will consist of instructor lecture with class discussion. Also, individuals will present journal articles and projects. Guest speakers may present in their area of expertise.

Attendance: Attendance is mandatory. I cover a tremendous amount of information each class meeting, therefore, attendance is **critical** to your performance in this course. Please be in class, on time to class, and remain for the entire class. If you are absent for an excused reason (see student handbook or instructor for detailed explanation of excused absences) you may turn in assignments via email on that date. Assignments and projects that are missed **may not be made up**. Pop quizzes and exams must be taken on the date given. If a student misses an exam, a comprehensive exam may be taken to “make up” that grade. Upon receiving the **2nd unexcused absence**, a student will be asked to drop the course, **or will receive a failing grade**. Also, if you are absent from class for any reason, please make arrangements with a classmate to get the notes from that class, and complete the assigned readings for that date. **PLEASE remember that communication with the instructor is the key to taking care of attendance issues.** Texas A&M-Commerce procedures allows for instructors to determine attendance policies. I maintain a record of class absences and require copies of absence excuses. Faculty members are requested to consider the following reasons for absence as excusable: participation in university activities; verified illness, death in a student’s immediate family, obligation of student at legal proceedings, and others determined by the individual faculty to be excusable. Appeals can be made through normal administrative channels.

Course Description: Collaboration models and accommodation strategies are presented for content area instruction. Management strategies, social skill development, and academic modification will be developed.

Competencies: Competencies required for a Special Education EC-12 certification associated with this course as specified by the State Board of Educator Certification on-line:
[http://www.sbecstate.tx.us.SBEOnline?standtest/edstancertfieldlevl.a
sp](http://www.sbecstate.tx.us.SBEOnline?standtest/edstancertfieldlevl.asp)

Competency 001

The teacher understands human developmental processes and uses this knowledge to nurture student growth through developmentally appropriate instruction.

Competency 002

The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

Competency 003

The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of group and the uniqueness of individuals are recognized and celebrated.

Competency 004

The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

Competency 005

The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Competency 006

The teacher uses planning processes to design outcome oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.

Competency 007

The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engages in active inquiry, collaborative exploration, and supportive interactions.

Competency 008

The special education teacher promotes students' performance in English language arts and reading.

Competency 009

The teacher uses a variety of instruction materials and resources (including human and technological resources) to support individual and group learning.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Competency 011

The teacher structures and manages the learning environment to maintain a classroom climate that promotes lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012

The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Competency 015

The teacher understands requirements, expectations, and constraints associated with teaching in Texas, and can apply this understanding in a variety of contexts.

Assignments:

Journal Presentations:

Students are required to bring a journal article and summary to each class. Journals should be current, meaning published in 2005 to present. Also, a brief 1 page summary of the article and response is due. Students will be required to present their article and responses during class. Due to time constraints, some students may not be able to present every class. However, students may volunteer or will be randomly chosen to present article reviews. Student unable to intelligently discuss their article and who do not have a written response will receive a zero (0). These grades cannot be made up.

2 Exams:

Exams will be multiple choice and approximately 50 questions. Bring a scantron and pencil to the exam. No make up exams will be allowed. A comprehensive final will be given for those unfortunate persons who miss an exam. This comprehensive exam will consist of 100 multiple choice questions and 5 essay questions.

Project:

Students will present a major project at the end of the semester. Students may present in groups of 2, 3, or individually. (No

exceptions) This project should be 15-30 minutes in length. Specific information concerning the project will be discussed in class.

Attendance/Participation:

Attendance is taken at every class. Students not in attendance will be docked points after missing the second class.

Attendance is extremely important.

Assignments:	Available Points
Visual Schedule	100
FBA Project	100
Accommodation Projects (autism, ADHD, LD, ED)	400
Exams/quizzes (2 at 100 points each)	200
Attendance/Participation	25
Total Points Available	825

Grading:

The maximum number of points for this course is 825. Grades will be determined by the following percents:

A = 825-742.5

B = 742.4-660

C = 659-577.5

D = 577.4-495

F = 494 or less

Schedule: TBA

Accommodations:

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

Final Note:

“All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)