

**Syllabus Summer 1 2014**  
**Special Education 586 Online**  
**Inclusion: Strategies and Accommodations**

Beth A. Jones, PhD

E-Mail: [Beth.Jones@tamu-c.edu](mailto:Beth.Jones@tamu-c.edu)

Office: 228 Henderson

Office Hours: by appointment

**Text:** Mastropieri, M. A. & Scruggs, T. E. (2014). The inclusive classroom: Strategies for effective instruction. Upper Saddle River, New Jersey: Pearson Education, Inc. (5th edition)

**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.

**Educator Certification Standards Associated with SPED 586:**

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 Requirements and Grade Determination:

- **ONLINE DISCUSSIONS/CLASS PARTICIPATION:** Activities and discussions in class and online will be utilized to promote understanding and application of course content. You will be required to respond to each discussion thread and respond to the posting of at least one classmate each time. **All discussion posts are due by midnight on the days they are assigned (if there are two days on the calendar devoted to a chapter, the discussion posts are due by midnight on the second of those days).** Failure to complete course assignments, late work, and non-participation in class discussions may be reflected in your participation grade. **Participation will be worth 80 points.**
- **DISABILITY FACT SHEETS:** Each student will complete fact sheets containing information from chapter 3. Information should be presented as headings with bullets of information. There is a template posted in doc sharing that you can use to complete your fact sheets. **These pages will be due to the Dropbox that corresponds with the instructional week they are due.** The pages are designed to help you pull out the essential information on each disability, and, when completed, should help you study for the exams. You may only turn in two pages for each disability. Make sure to delete any blank pages. Because there are multiple pages due at once, please put them all in one file. Do not include a title page, but rather be sure to put your name in a header. Total: 50 points (5 pages X 10 points each)
  - Pages to Complete:  
Speech/Language  
LD  
ID  
ED  
ADHD
- **EXAMS:** **Two exams, worth 70 points each,** will contribute to the final grade. The examinations will cover lecture material, readings, and assignments. The exams will be a combination of multiple choice and short answer questions and will focus on the application of course material. **Exams are NOT open book, open notes, or open friends. Exam reviews are posted in DocSharing. Essay responses will be graded for accuracy and completeness.**
- **COLLABORATION PAPER:** Enrolled students will complete a 3-5 page paper related to collaboration. The purpose of this assignment is to share collaboration techniques and to gain experience preparing a manuscript for submission to a journal. Specifically, you will prepare your paper as if you were going to submit it to *Intervention in School and Clinic*, and you need to comply with the requirements for the Collaboration Column Submission Category found at [http://www.sagepub.com/upm-data/53674\\_ISC\\_48\(3\)\\_ag.pdf](http://www.sagepub.com/upm-data/53674_ISC_48(3)_ag.pdf). Be sure to follow the guidelines for manuscript preparation. **This assignment will be worth 100 points. You will be required to post your topic choice and a description of your paper idea to a discussion thread early in the semester. Make sure to refer to the sample articles posted in DocSharing to get an idea of the type of article you are writing. This planning post will be worth 20 points.**
- **ASSISTIVE TECHNOLOGY HIGHLIGHT:** In Chapter 9, we will discuss ways to foster inclusion with classroom peers. For the discussion associated with this chapter, students will be required to share information on Assistive Technology (AT). **The grade for this discussion will be worth 30 points.**

## **Total Points Possible: 400**

### Grade Assignment:

A=90-100%   B=80-89%   C=70-79%   D=60-69%   F=59 and below

### Schedule of Instruction:

June 2	Overview of Syllabus and Course Requirements, Introductions
June 3	Chapter 1
June 4-5	Chapter 2
	<b>Collaboration Topics/Descriptions Due in a Discussion Thread</b>
June 9-10	Chapter 3
	<b>Disability Fact Sheets Due to DropBox by 6/15/14</b>
June 11-12	Chapter 4
June 16-17	Chapter 5
	<b>Exam 1 (Chapters 1-5)-Available 6/15-6/17</b>
June 18-19	Chapter 6/7
	<b>Collaboration Papers Due to DropBox by 6/22/14</b>
June 23-24	Chapter 8
	<b>Read Inclusion Article and Post Responses to Discussions</b>
June 25-June 26	Chapter 9
	<b>Assistive Technology Highlight Due to Discussion Thread</b>
June 30-July 1	Chapters 10-11
July 2-3	<b>Exam 2 (Chapters 6-11)-Available 7/1-7/3</b>

**Calendar:** Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and E-College for announcements regarding the course.**

### Assignments:

**Submission:** All written assignments should adhere to the manual of the American Psychological Association (APA) (6<sup>th</sup> edition), whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).**

\*Note: I will not go searching for a submission in a different week's dropbox or a different category in E-College. Please be sure to upload assignments per the instructions above. In Doc Sharing, you have to click on the category (i.e. 'Group Assignment') you are submitting to BEFORE you upload your document, otherwise it will add your document to the main category for the class where I will be uploading items for everyone.

**Late Assignments:** Late assignments will not be accepted unless with instructor's prior approval (before the deadline) due to extenuating circumstances. If assignments are late (i.e., any time after the due date or time) or submitted via any method other than the correct Dropbox, points will be deducted.

**E-mail Responses:** Responses to emails will be made Monday through Friday within 48 hours. Please note that I will not respond to emails on Saturdays and Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week. **If you have a question that you think others in the class might be having also, please post your question in my virtual office on E-College, so that other class members will have the benefit of my response. Likewise, if you have a question, please consult the virtual office to see if the question has already been answered before sending the instructor an email.**

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**  
**Texas A&M University-Commerce**  
**Gee Library, Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

Resource for **Free Textbooks** for Students with a Documented Disability: [www.bookshare.org](http://www.bookshare.org)

STUDENT CONDUCT:

- "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)
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

*Plagiarism:* "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." *Oxford English Dictionary.*

Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.

Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

*Cheating On Examinations, Quizzes and Other Course Assignments:* The *Oxford English Dictionary* defines the verb "to cheat" as: "2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead *into* (an action) by deception; 4. a. to deal fraudulently, practice deceit."

Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

### **IMPORTANT NOTES:**

- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to communicate any extenuating circumstances to the instructor **prior** to the due date of the respective assignment. The instructor will **not** reopen exams once the window of availability has expired.
- **Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check E-College and E-mail for updates regularly.**