

**SpEd 475.01E – Collaboration, Accommodation, & Modification
Spring, 2015**

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Office Hours: Tuesday and Thursday 1:00-3:30 or by appointment

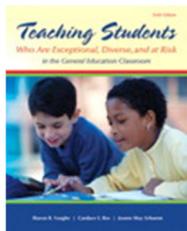
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Course Description: Collaboration models and accommodation and modification strategies are presented for content area instruction.

Text: Vaughn, Bos, and Schumm (2014). Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom, Loose-leaf with Video-En, 6/E



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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.20-Feb. 17	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. 17	<i>Exam #1 (Ch. 1-4)</i>
Feb. 24-Apr. 7 *Mar. 3	Review Exam 1; Ch. 12 (Differentiating Instruction & Assessment for All Learners) <i>Classroom Design Assignment due</i> Ch. 13 (Promoting Excellence through the Teaching and Learning Connection) Ch. 14 (Facilitating Reading) Ch. 15 (Facilitating Writing) Ch. 16 (Helping All Students Succeed in Mathematics)
*Mar. 17	<i>Class cancelled for Spring Break</i>
Apr. 7	<i>Exam #2 (Ch. 12-16)</i>
Apr. 14-May 5	Review Exam 2; Resource Presentations: Ch. 6 (LD & ADHD); Ch. 7 (Communication Disorders); Ch. 8 (EBD); Ch. 9 (ASD/PDD); Ch. 10 (Intellectual & 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*.

Chapter Assignments: There will be a quiz, reflection, or activity 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 IDEA 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.

Classroom Design Assignment: Students will be required to create a diagram of their ideal classroom design that would best accommodate the needs of a variety of students. Detailed directions will be shared in class. Students should plan to present their designs (with rationale) in class on March 3.

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 15 points and *these points cannot be made up if class is missed.*

Grading:

Exams (2 @ 100 points each)	200
Chapter Assignments (9@10 points each)	90
Classroom Design Assignment	15
Resource Presentations	50
Attendance and Participation	15
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 are expected to present themselves in a professional manner and make appropriate contributions to our course learning community. All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

- **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@tamuc.edu

- **Communication & Support:**

This course will meet **face-to-face (F2F)** according to the Schedule of Classes. Additionally, a Pearson Learning Studio (PLS) (formerly eCollege) course shell will be used to make supporting materials available and communicate between class meetings. Students should plan to check the course shell at least weekly to access information related to the course, but recognize that the bulk of information will be shared in the F2F class meetings. As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLEO. ALL class email messages from your instructor WILL GO TO YOUR myLEO ACCOUNT.

- **Technology Requirements:**

While this is a F2F class, you will need to access Pearson Learning Studio (PLS) (formerly eCollege) regularly. This system works best within a Microsoft Windows environment, and requires a high speed internet connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also supports the Firefox/Mozilla (3.0 or better) 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, log in to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamucommerce.edu.

- **Contacting eCollege for Technical Support:**

The following support options are available 24 hours a day / 7 days a week...

1. Help: Click on the "help" button on the toolbar for information regarding working with eCollege.
2. Chat Support: Click on the "Live Support" on the toolbar within your course to chat with an eCollege representative.
3. Phone: 1-866-656-5511 (toll free) to speak with an eCollege Technical Support Representative.
4. Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

- **Academic Dishonesty:**

To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes and exams, (iii) representing another's work as one's own (i.e., plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.

- **Plagiarism:**

Plagiarism occurs at any time another's ideas or words are used as your own 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 (although this does not require quotation marks). Copying from other students and two or more students who work together and turn in the exact same work (unless it's an assigned group project) also constitute plagiarism.

- **Written Assignments:**

Written assignments MUST be typed using double-spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. All assignments must be submitted by the stated due dates. *Unexcused assignments submitted after the due date will be returned ungraded.*

- **Person-First Language:**

Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use "people-first" language at all times. "People-first" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic" or "students with disabilities" and not "disabled students." In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead). Additionally, practice using the term "general education" in place of "regular education."