



SPED 480.02E- Issues For Inclusion

Class meetings: 12:00 – 3:00 pm Jan 30, Feb 13, April 3, April 17

Location: EDS 128

Grades 4-8 Residents and Interns

Instructor: Suzanne Thomas, Ph.D. Clinical Lecturer of Special Education

INSTRUCTOR INFORMATION

Instructor: Suzanne Thomas, Ph.D

Office Location: Binnion Hall # 221

Office Hours: Tuesday & Thursday 9:30-10:30 AM; Wednesday 3:00 – 4:00 PM or by appointment. Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Office Telephone: (903) 886-5940

Office Fax: (903) 886-5510

University Email Address: Suzanne.thomas@tamuc.edu (preferred contact method)

Preferred Form of Communication: e-mail

Communication Response Time: I will respond to e-mail communication within 48 hours of receipt. I do not guarantee to respond to e-mails on weekends or holidays.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required – no required text

Software Required: Microsoft office suite (Word, PowerPoint)

Optional Texts and/or Materials: Materials will be provided by the instructor (either handed out or through D2L / Brightspace).

Course Description: The purpose of this course is to identify the social/emotional and academic needs of students with special needs in inclusive settings. Management strategies, social skill development and academic accommodations will be targeted.

Key purpose of this course is to identify collaborative strategies, tools, and approaches that will assist in making the general education classroom one where all students can be successful. (Hours: 3)

Student Learning Outcomes At the conclusion of this course, students will demonstrate understanding and will apply knowledge of the following learning outcomes.

Student Learning Outcomes	Evaluation & Grading Criteria
C002: formal and informal assessment procedures and how to evaluate student competences to make instructional decisions	Seminar Activities and Class Discussions Student Description Planning for “at-risk” students
C003: procedures for planning for individuals with disabilities	Seminar Activities and Class Discussions ARD/IEP meeting Lesson Sharing Accommodations/Modifications Table
C005: how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations	Seminar Activities and Class Discussions Campus / District Survey Lesson Share Accommodations / Modifications Table Classroom Rules Report Evidence of Collaboration
C0011: professional roles and responsibilities and legal and ethical requirements	Seminar Activities and Class Discussions Campus Survey / Interview Planning for “at risk” Students ARD / IEP meeting Evidence of Collaboration
C0012: how to communicate and collaborate effectively in a variety of professional settings	Seminar Activities and Class Discussions Accommodations / Modifications Table Evidence of Collaboration

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs. Students must be able to access all course materials, regularly access announcements and instructions and turn in assignments through D2L / BrightSpace. All course materials and instructions, updates to assignments, and announcements will be posted through D2L and the student’s myLeo e-mail.

Instructional Methods

Methods will consist of lecture, demonstration, discussion, activities, and role play/practicing skills. On-line assessments may be given.

Student Responsibilities or Tips for Success in the Course

Students will be responsible for completing assigned readings and activities. To be successful in this course, students should plan sufficient time to read all assigned readings and any other activities (for example, watch videos or locate websites) prior to class. Students should be prepared for in-class activities and quizzes when they arrive at class. Periodically, throughout the semester, there may be on-line assignments and on-line assessments. All assignments must be turned in by the due date.

ASSIGNMENTS / ACTIVITIES / EXPECTATIONS

1. Attendance and Participation:

As this seminar only meets periodically, all students are expected to be present for all scheduled class meetings. Five points will be awarded for each seminar attended but the full number of points will not be awarded if the student is tardy or leaves early.

During class, students are expected to participate in class discussions, demonstrating college-level preparation and participation. Points will be deducted from the final grade at the discretion of the instructor for failure to participate. Failure to participate can be demonstrated in many ways. Examples include (but are not limited to)

- Not paying attention (unable to answer question when called on [not due to the lack of information but the lack of knowing the question]), texting, playing games on phone or computer, using electronics not related to course content, talking, sleeping, doing e-mail or working on non-class materials.

Five additional points will be awarded for students who attend and participate in all scheduled seminar meetings.

During seminar, unannounced graded assignments and/or quizzes may be presented. Grades for these in-class assignments will be added to the total available points as shown on this syllabus. **No “make-up” assignments will be available for these unannounced in-class assignments.**

POSSIBLE POINTS:

- **Attendance: 4 sessions at 5 points each + 5 points for 100% attendance and participation = 25 available points**
- **Participation: could result in deduction from final average**

2. Campus Survey and Interview (25 points):

A Campus Survey and Interview Form is posted in D2L Content Module for Week #1. Each student will complete the survey form listing the names of the people on their assigned campus who fill each of the positions indicated.

Each student will then pick three (3) of the people listed to ask the interview questions shown on the Interview form. Questions include:

- What do you think is the most important thing for a new teacher to know about special education?
- What have you found to be the most successful thing you do when working with families whose students either receive or are referred to special education?
- What are you most proud of regarding special education at your school? Why?

When completing the survey, be cognizant of the time constraints of each of the three people you choose to interview. A long interview is NOT necessary.

Summarize their answers (a verbatim script is not necessary or wanted) on the Campus Survey / Interview form provided and turn your completed form into the Survey and Interview Assignment sub-module in Week #1 content module in D2L.

AVAILABLE POINTS: 25 maximum points

DUE DATE: 11:59 pm February 6th

3. Student Description (25 points):

Each student will be required to describe a child receiving special education in his/her assigned classroom. Your description should not exceed 1 page and include enough information for your instructor and peers to “get a mental picture” of your student. Minimally, you would need to include age/grade, strengths, learning and behavior challenges, any additional concerns or relevant information. **BE CAREFUL NOT TO DIVULGE COINFIGIDENTIAL INFORMATION.** Your description should include a “behavioral” description – use action words not general broad terms that cannot be visualized (e.g., lazy, low functioning, nice, scary).

On page 2, list the following information:

- What is this student’s special education diagnostic classification?
- What is the IDEA definition of this classification?
- List at least 3 characteristics typically exhibited by students with this diagnosis.

NOTE: You will probably have to ask your supervising teacher or diagnostician your student’s classification. You may have to research or refer to your notes / text from SPED 346 or Introduction to Exceptionalities Class to find definition and characteristics.

AVAILABLE POINTS: 25

DUE DATE: Hard Copy due in class, January 30

4. Planning for Students at Risk

In order for you to become familiar with your campus Response to Intervention (RTI) process, you will select from one of the following activities (either 4A intervention planning or 4B RTI meeting attendance).

4A – Intervention Planning: Describe a student who is at risk for school failure (either a real student with name and sufficient identifying information changed to preclude identification or a fictitious student) due to ability, academic achievement, socioeconomic reasons, health, behavior, etc. **but who is not receiving special education.** Sufficient detail must be included for you to complete the rest of the assignment justifying your decisions and for me to know why you consider your student in an “at risk” situation.

Develop an outline of **evidenced based interventions** for each of the three tiers of RTI for your student. Include ideas for resources to help you design ideas, strategies, techniques, to support your student. These can be internet sites, curriculum or textbooks or district personnel. Remember to respect confidentiality. Your paper should minimally include:

- Suggested interventions for your student for each step of the RTI process
- Resources you used to design your interventions

4B RTI Meeting Attendance: As background for reflecting on your experience attending an RTI meeting, provide a brief description of your school’s RTI process. For this assignment, you will be required to coordinate with your supervising teacher to attend an RTI meeting. CAUTION: Everything about preparing, witnessing, participating, reporting, and debriefing about this meeting is highly confidential. Permission must be gained from your school administration, the student and his/her family before you can attend and report on this meeting.

During this meeting, observe for how the following things were reported and discussed:

- Progress report – were real data used (numbers to measure progress) or was progress or lack of progress in more general ways (“he’s doing better”, “she really hasn’t learned much”, etc.).
- A description of what evidence based practices (or highly leveraged practices) has been used with possible explanations of why/why not this (these) practices were or were not effective.
- How were recommendations for future instructional strategies discussed? Who was involved in this discussion and in the ultimate decision? Was the family involved? If so, how? If not, why not?

For either assignment 4A or 4B, you are required to write a report of 2 to 4 double spaced pages.

AVAILABLE POINTS: 25

DUE: Hard copy due at beginning of class February 13

5. Accommodations / Modifications Table

Make a list of the accommodations and/or modifications that are required by the IEPs of students in your classroom. Develop a table that will allow you to have all of the accommodations or modifications for each student in one accessible document (for ease of use by you, the teacher, paraprofessionals, substitute teachers, administrators,

or test givers. Pay particular attention to what accommodations or modifications are specifically for use in general education settings? If any of your students have a behavior intervention plan (BIP) in place, note the reinforcers and consequences outlined and how there are to administered.

NOTE: there is no prescribed format – design your table for ease of use depending on your classroom information.

NOTE: If there is not a student with an identified disability who uses an accommodation and/or modification in your classroom, check with the special education teacher or educational diagnostician on your campus to discuss how accommodation / modification issues are investigated and how decisions are made. Don't forget that an Rtl or 504 committees develop accommodations and or interventions for struggling students. Talk about what is being done to ensure the success of all students (so that a referral for special education is not necessary)

AVAILABLE POINTS: 25

DUE: March 6th

6. Lesson Share (25 points):

For this assignment you will need to bring two copies of a lesson plan that you have used in your classroom that includes accommodations or modifications for students with disabilities. One copy should have the accommodations or modifications that you designed. This will be turned in at the end of the class.

The second copy of your lesson plan should have the accommodation/modification part of the lesson plan left blank. During seminar, you will share the lesson plan with your classmates who will provide feedback on your lesson as well as participate in an activity to suggest alternative strategies, accommodations, or modifications.

Every student should submit a different lesson – even if you are in the same/similar student teaching environment as a peer in this seminar.

AVAILABLE POINTS: 25

DUE: at beginning of class April 3

7. ARD / IEP Meeting (100 points):

This assignment requires you to attend an ARD meeting on your campus.

To attend an ARD meeting, your campus administrator or educational diagnostician can help you arrange this.

You are required to write a reflection on this experience. The reflection is to be completed after the ARD meeting and should address the following (include the question in your reflection along with your answer so I can tell specifically what you are answering).

- a. Who attended the ARD? (by position/not name)
- b. Who led the ARD?

- c. What was the purpose of the ARD?
- d. What kind of information (assessment, instructional, behavioral, etc.) was shared by each team member?
- e. What appeared to be the specific role and responsibility (ies) of the general education teacher?
- f. How were educational goals and objectives determined?
- g. How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
- h. Were there conflicts or disagreements in the ARD? If so, how were they handled?
- i. Did the student and/or the student's family attend the ARD? If so, what role did each play? If either did not attend, do you know why? Did the student and family appear to be prepared in advance for what was to transpire at this meeting?
- j. Was there anything about the process that surprised you or about which you still have questions?
- k. Do you feel that the team focused more on short-term or long-term goals for this student? What brought you to this conclusion?
- l. How do you feel about this student's educational future based on this ARD?

NOTE: If you are unable to attend an ARD, describe the steps that you took in order to be able to attend. Then, interview your mentor teacher, a special education teacher or the educational diagnostician about an ARD they have attended and write that person's response to the questions above.

As with the RTI meeting discussed above, an ARD meeting is a highly confidential meeting. Caution must be taken that all student and family identifying information is not included in your report. Permission must be gained from all involved, especially the student and family, prior to you attending an ARD meeting.

AVAILABLE POINTS: 25

DUE: APRIL 10, 2019

8. Classroom Rules

This assignment requires you to write a report (2 page maximum) of

- A. **Current Rules:** The classroom rules that your supervising teacher has established for the classroom you are assigned to at present. Include a list of these rules, elaborate on how they are taught and enforced with your students and whether, in your opinion, they are working or not.
- B. **Future Rules:** Provide a description of the class you hope to have in the future (your dream first teaching assignment). Describe the rules you will establish for this classroom. Why did you select these rules worded in this way? How will you teach and enforce these rules?

Maximum length: 2 pages

AVAILABLE POINTS: 25

DUE: at beginning of class (hard copy) April 17, 2019

9. Evidence of Collaboration (25 points):

In the previous assignment to complete an Accommodations / Modifications table, you were required to develop a table of the Accommodations / Modifications mandated for students in special education or with a 504 plan who are in your general education classroom. This information should have been obtained either from a review of IEPs / 504 plans or from discussion with your supervising teacher.

In this assignment on collaboration, you are required to reflect further on that assignment to think about how these accommodations or modifications came to be established, if they are used in all of the student's learning environment that you are aware of, how everyone who comes in contact with the student know, or need to know, about these accommodations/modifications and how effectiveness is determined (in one or all environments). The purpose of this assignment is to encourage you to reflect on how everyone who serves these students (e.g., educators, related service personnel [e.g., therapists], families, paraprofessionals) collaborate on issues for the betterment of the student.

Consider these points:

- How do general education and special education teachers communicate regarding the IEP and the use of accommodations & modifications to ensure student success?
- Is there a system in place to track if accommodations or modifications are used in all required environments? Is there a way to know if they are effective?
- Your thoughts on the efforts of teachers and schools to share information among those with a "need to know" concerning a student's accommodations/modifications.
- Describe an interaction you have had with another teacher or related services personnel concerning student progress or lack of progress and the ways services were delivered to one of these students (or possibly how these services could be improved).
- Share a success story about using an accommodation or modification and what you learned from this experience.

Write a 2-page double spaced reflection on the above questions / experiences.

AVAILABLE POINTS: 25

DUE: April 24, 2019

Course Evaluation and Grading:

- | | |
|--|-----------|
| 1. Attendance & Participation | 25 points |
| 2. Campus Survey and Interview | 25 points |
| 3. Student Description | 25 points |
| 4. Planning for "at-risk" students / RTI | 25 points |
| 5. Accommodations / Modifications Table | |

6. Lesson Share	25 points
7. ARD / IEP Meeting	25 points
8. Classroom Rules Report	25 points
9. Evidence of Collaboration	25 points

TOTAL

200 points

Grading Criteria: A = 90%; B = 80%; C = 70%; D = 60%; <60 = F

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

Students must report the problem to the help desk:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses

- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement (Communication & Support)

My preferred method for you to contact me is via e-mail at Suzanne.Thomas@tamuc.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments: All assignments must be turned in on the assigned due date. Any late assignment will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in three or more days after the due date will be returned ungraded (receive a grade of zero).*

- **A note about timeliness:** If you are absent on the day an assignment is due, it is your responsibility to see that your assignment is turned in on the date scheduled. **The timelines for this course are not negotiable.**

Syllabus Change Policy: The syllabus and course schedule are to be used as guides. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the either the syllabus or schedule during the semester. Any changes will be announced in advance and will be posted on eCollege.

Cell Phone / Pager / PDA / Blackberry, iPad etc. usage: Cell phones, pagers, iPads, etc. are not to be used during class unless for class business (e.g., not for “surfing” or personal e-mail). Text messaging is not allowed. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or any other electronic communication devise during exams **is prohibited.**

Student Behavior / Professional Dispositions: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

- 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.
- **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, (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** occurs at any time that 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 turning in the exact same work (unless it’s an assigned group project) also constitute plagiarism.

- For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.
- **Syllabi Guidelines:** Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Make/Up exam:** There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor’s note, funeral notice, etc.) when requesting a make/up examination.
- **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 that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **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.) or “suffers from ____” (say “has ____”).

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

SPED 480.02E - Issues For Inclusion

Spring 2019 - Dr. Suzanne Thomas (4-8 residents and interns)

COURSE OUTLINE / CALENDAR

Tentative Course Schedule

(Tentative Schedule – subject to announced changes)

Refer to D2Learn announcements and your myLeo e-mail for changes to assignments, requirements or schedule due dates.

Seminar Weeks	Topics	Assignments Due (The Assignment # refers to the description of the assignment in your syllabus)
# 1 Jan 30 12:30-3:00 pm	Introduction, Syllabus review Special Education in Inclusive Settings - The Pros & the Cons Special Education Process - Disability Match - Alphabet Soup	# 2 Student Description due Jan 30 # 3 Survey and Interview due Feb 6
# 2 Feb 13 12:30-3:00	Success for All Learners - Response to Intervention (RTI) - Differentiated Instruction - Accommodations & Modifications	#4 Report on “Planning for Students At Risk” <u>OR</u> “RTI Meeting Attendance” due Feb 13 #5 Accommodation / Modification table due March 6
#3 April 3 12:30-3:00	The ARD and The IEP - What’s an ARD? - What’s an IEP? - IEP Scavenger Hunt The Family / School Partnership - Communicating and Collaborating with Families	#6 Lesson Plan Share due April 3 # 7 ARD/IEP Meeting Reflection due April 10
# 4 April 17 12:30-3:00	Classroom Management - Classroom Rules - Social Skills Collaboration	#8 Classroom Rules Report due April 17 #9 Evidence Collaboration due April 24