ISSUES FOR INCLUSION SPED 480.51E
COURSE SYLLABUS: SPRING 2018
MCKINNEY CAMPUS

INSTRUCTOR INFORMATION

Instructor: Dr. Beth Ashby Jones
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Office Hours: by appointment; Please do not hesitate to contact me, preferably through e-mail, if an appointment is needed.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Resource text (not required): Rapp, Whitney H. and Katrina L. Arndt (2012). Teaching Everyone: An Introduction to Inclusive Education. Baltimore: Paul H. Brooks Publishing Co.

Additional resources:
http://framework.esc18.net/display/Webforms/LandingPage.aspx
http://www.theteachertoolkit.com/
http://www5.esc13.net/thescoop/special/
http://www.livebinders.com/play/play?present=true&id=1074530

Course Description

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. A 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.

Student Learning Outcomes (Should be measurable; observable; use action verbs)
COURSE COMPETENCIES: Students will demonstrate understanding and will apply knowledge of:

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C002: formal and informal assessment procedures and how to evaluate student competences to make instructional decisions
C003: procedures for planning for individuals with disabilities
C005: how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations
C0011: professional roles and responsibilities and legal and ethical requirements
C0012: how to communicate and collaborate effectively in a variety of professional settings

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

Instructional Methods

This course will be facilitated using D2L, the learning management system used by Texas A&M University-Commerce. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

Student Responsibilities or Tips for Success in the Course

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

GRADING

Final grades in this course will be based on the following scale:

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

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Assessments

1. **Choice Activity (20 points; either A or B):**
   a. **Campus/District Survey:** Complete the campus/district survey posted in DocSharing. **Identify by name** the person in each listed position. If there are other resource programs or personnel available to your campus that are not included on the survey, add that information. **Describe the roles and functions for each resource person**. It is possible that some of the positions are contracted out (such as OT, PT) and are not filled by district employees. You should refer to your district's website---special education programs page. Please do not write that your district does not have one of these personnel positions; they are required to. If you list only names without their roles, the maximum score you will be able to earn is a 70%.
   b. **Parent Interview**: Interview a parent of a student with a documented disability. This activity is intended to help you understand how to better collaborate with families of students with special needs. **Bold and underline parent responses**. The questions you will need to answer in your write-up are as follows:

Parent Interview Questions and Rubric	POINTS
Introduction—Disability(ies), Age, Grade, Additional Pertinent and/or Historically Relevant Information about Child—Refer to TAC 89.1040 for listing of disabilities.**—***3 professionally written sentences*	**/2**
Question 1—(a) How/when/where were you informed your child has a disability(ies)? (b) Based upon this experience, recommend effective strategies for informing parents of the disability(ies) of their child.—*3 professionally written sentences*	**/2**
Question 2—Summarize your response/reaction upon learning your child has a disability(ies), including any adjustments in your response/reaction through the years.—*2 professionally written sentences*	**/2**
Question 3—Describe reactions/responses siblings may have had (or may have) with a brother/sister with a disability.—*2 professionally written sentences*	**/2**
Question 4—Elaborate on positive and/or negative changes in your family as a result of having a child with a disability.**—***2 professionally written sentences*	**/2**
Question 5—Compare changes (positive and/or negative) that may have occurred with extended family members, with friends, in the community as a result of your having a child with a disability.—*2 professionally written sentences*	**/2**
Question 6—Identify services your child is receiving/has received. When did services begin? Where?—*2 professionally written sentences*	**/2**

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Question 7—Critique your satisfaction level with your participation in the planning process for services for your child.—*2 professionally written sentences*	**/2**
Question 8—If I were the teacher of your child, point out steps I may take (a) to effectively teach your son/daughter, (b) to effectively build bridges with you, the parent.—3 *professionally written sentences*	**/2**
Reflection of Student Enrolled in Sped 480—Pause for a while. Consider the impact of this Interview on you—your awareness of students with disabilities, your empathy and compassion for parents of children with disabilities, your classroom.—*3 professionally written sentences*	**/2**
TOTAL POINTS SCORED OF TOTAL POSSIBLE POINTS	**/20**

2. **ARD/IEP Meeting (20 pts.):** Observe an ARD meeting this semester. Your campus administrator or educational diagnostician can help you arrange this. A reflection piece is to be completed after the ARD and should address the following areas (**be sure to include the questions in your reflection and make it clear which answer corresponds to which question**): Each of the following questions is worth two points each and the remaining two points is for professionalism (type-written, proper grammar and spelling)

1. Who attended the ARD? (identify individual by position, not by name)
2. Who led the ARD?
3. What was the purpose of the ARD (Admission, Review, or Dismissal)?
4. What kind of information (assessment. instructional, behavioral, etc.) was shared by each committee member?
5. Specifically, what appeared to be the general educator's role and responsibility as a committee member?
6. How were educational goals and objectives determined?
7. How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
8. Were there conflicts or disagreements in the ARD? If so, how were they handled?
9. Was there anything about the process that surprised you or about which you still have questions?

If you are unable to attend an ARD, interview your mentor or a special education teacher about an ARD he/she has attended.** Write that person's responses to the reflection questions.

3. **Planning for "at-risk" student (20 pts.):** Select a student who may be "at-risk" for school failure due to ability, socioeconomic reasons, health, behavior, etc. and develop a plan (1-2 pages) to help him/her be successful. Design an intervention to help the student be successful. Include resources that are available to help you with ideas, strategies, techniques, etc. These can be

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internet sites, curriculum or textbooks, or district personnel. Report on how the student is responding to your efforts in implementing your plan. Remember to respect confidentiality. **This assignment can be completed with a group/partner if you share a student, but each student must turn in an individual written submission.** The grading rubric will be as follows:

Select a student who may be "at-risk" for school failure due to ability, socioeconomic reasons, health, behavior, etc. and develop a plan (1-2 pages) to help him/her be successful.	**Points**
5 pts-Include resources that are available to help you with ideas, strategies, techniques, etc. These can be internet sites, curriculum or textbooks, or district personnel.	**/5**
5 pts-What changes dis you make related to content, process, or product to better meet his/her needs?	**/5**
10 pts-How did you monitor progress? Report on how the student is responding to your efforts in implementing your plan. Remember to respect confidentiality. Based on student response, what is your plan for proceeding (what will/have you adapted?)	**/10**

4. **Evidence of Accommodations/Modifications and Collaboration (30 pts. total):** Review the IEPs of the students served in your general education setting. Note the format of the documents and how mandated components are addressed. Particularly, what accommodations or modifications are specified for use in general education? **Develop a table (ie. Excel, Word, etc.) that will allow you to have all the accommodations or modifications for each student you are serving in one, accessible document.** If any of your students have a behavior intervention plan (BIP) in place, note the reinforcers and consequences outlined and how they are to be administered.

Your assignment is to submit the following:

1. **Submit a copy of the accommodations/modifications table you developed** (remember to maintain student confidentiality) (**20 pts.**).
2. **Submit answers to these two questions (10 points):**
    a. Is there currently a system in place to track the effectiveness of identified accommodations and/or modifications?
    b. How do the general and special educators communicate regarding IEPs and student success?

Note: If there is not a student with an identified disability in your classroom, check with the special education teacher or educational diagnostician on your campus to review forms that are used to create a student IEP. Don't forget that RtI and 504 committees develop accommodations and/or interventions for struggling students. Talk about what you are doing to ensure the success of all students (so that a referral is not needed).

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5. **Attendance and Participation (10 pts. total):** As we only have a few sessions together and each is packed with valuable information, students are required to attend all seminars and attendance will be taken. Student participation in class discussions and activities will also be noted.

Course Evaluation & Grading:

Campus/District Survey OR Parent Interview	**20 pts.**
Planning for at-risk students	**20 pts.**
ARD/IEP Meeting	**20 pts.**
Evidence of Accommodations/Modifications and Collaboration	**30 pts.**
Attendance and Participation	**10 pts.**
TOTAL	**100 pts**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- 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

- Current anti-virus software must be installed and kept up to date.

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/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player   https://get.adobe.com/shockwave/
    - Apple Quick Time   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.

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ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Contacting the Instructor
If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. **For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. However, please note that I do not purposely not**

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answer emails, and if you haven't gotten a response it is likely just an oversight--- please resend the email with a gentle reminder. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- All assignments/discussions must be turned in on the assigned due date. *Unexcused assignments turned in after the due date will be returned ungraded.*
  - o **A note about timeliness: it is highly advised that you DO NOT wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment. you need to plan ahead for questions/completion of assignments.**
- 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.*
- **Please always submit your assignments in a word document (<u>NOT as a picture</u>), so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in D2L by simply cutting and pasting. Always attach your assignments as their own file.**
- <u>Written Assignments</u>. 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 <u>only materials with minimal or no errors will receive high scores.</u>
- <u>Person First Language:</u> 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.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

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A Note About the Virtual Office: The Virtual Office is a <u>public forum</u>. If you need to contact me about something of a <u>personal nature</u>, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your class.

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 <u>WILL GO TO YOUR MyLeo ACCOUNT</u>. Please be sure to check this email account frequently and regularly.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

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

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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

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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.

COURSE OUTLINE / CALENDAR

Tentative Course Schedule

*Note: We do not meet for special education seminar every time that you have seminar. There are 4 dates throughout the semester in which we meet, so when I say 'due at next seminar', I mean our next scheduled SPED seminar.

Section and Weeks	Topics	Assignments and Due Date
Seminar 1 January 14	Overview of Syllabus/Course Assignments Alphabet Soup Disability Match	
Seminar 2 February 25	Response to Intervention: Developing Success for All Learners Differentiated Instruction and Accommodations v. Modifications Order steps in SPED Process Progress Monitoring Tools	**Campus/District Survey OR Parent Interview Due to DropBox by class time of seminar 2** Identify Student for **Planning for "at-risk" student assignment**
Seminar 3	Communicating and Collaborating with Other	

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March 25	Professionals and Families; IEP Scavenger Hunt and Mock ARD	**ARD/IEP Meeting Reflection Due to DropBox by class time of seminar 3**
Seminar 4 April 22	Utilizing Technology; Promoting Social Acceptance and Managing Student Behavior	**Planning for "at-risk" student assignment due to DropBox by class time on the last seminar** **Evidence of Accommodations/Modifications and Collaboration Due to DropBox by class time of last seminar**

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