ISSUES FOR INCLUSION SPED 480.51E
COURSE SYLLABUS: FALL 2016 MCKINNEY CAMPUS

INSTRUCTOR INFORMATION

Instructor: Dr. Beth 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 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.

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 COMPETENCIES: Students will demonstrate understanding and will apply knowledge of:
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

CLASS REQUIREMENTS AND GRADING

Campus/District Survey (10 pts.): Complete the attached campus/district survey. Identify by name the person in each applicable position. If there are other resource programs or personnel available to your campus that are not included on the survey, add that information. Learn the roles and functions for each resource person or program. **Due: 10/3/16 to DropBox**

Planning for "at-risk" students/RtI (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. Become familiar with your campus' RtI process (it will be great if you can attend an RtI meeting) and design interventions for each tier. Include resources that are available to help you with ideas, strategies, techniques, etc. These can be 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. **Due: identify student by second seminar - report due last seminar**

Seminar Lesson Share (10 pts.): You will bring in a copy of a lesson plan that you have used in your classroom **that includes accommodations or modifications for students with disabilities**. You will turn the lesson plan and feedback form in at the end of seminar. In seminar you will share the objectives of the lesson, how you delivered the lesson, and how you modified the lesson or what alternative strategies or accommodations you used (or would have used if needed) to meet the needs of students in your classroom. Classmates will provide you with feedback on your lesson. **Due: third seminar**

ARD/IEP Meeting (20 pts.): Observe an ARD meeting this semester. **Due: by last seminar to DropBox**
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:
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.

Evidence of Accommodations/Modifications and Collaboration (40 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 (or other tool) that will allow you to have all of 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.
As you work with the students in your classes, consider these points:
• Is there currently a system in place to track the effectiveness of identified accommodations
and/or modifications?
• How do the general and special educators communicate regarding IEPs and student success?

Your assignment is to submit the following:
1. A two-page typed reflection discussing:
o your observations of how general and special educators collaborate and communicate regarding students' needs, IEPs, and their progress. (**10 pts.**)
o your efforts to include students with disabilities in your general education setting, and your collaborative efforts with colleagues, parents, and resource personnel on your campus. (**10 pts.**)
▪ What interactions have you had with others concerning students, their
IEPs, their progress, ways services can be delivered, improved, etc.
▪ Share your successes and what you have learned. (**5 pts.**)
2. A copy of the accommodations/modifications table you developed (remember to maintain student confidentiality) (**10 pts.**).
3. 2 sample copies of lesson plans that show evidence of your efforts in accommodating and/or modifying for students with disabilities (**5 pts.**). **Due: last seminar to DropBox**

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 areferral is not needed).

Course Evaluation & Grading:

Campus/District Survey	**10 pts.**
Planning for "at-risk" students/RtI	**20 pts.**
Seminar Lesson Share	**10 pts.**
ARD/IEP Meeting	**20 pts.**
Evidence of Accommodations/Modifications and Collaboration	**40 pts.**
TOTAL	**100 pts**

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

INSTRUCTOR AND COURSE ACCESS

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. 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.

A Note About the Virtual Office: The Virtual Office is a public forum. If you need to contact me about something of a personal nature, 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 WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

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

- o Speakers or headphones.
- o *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.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o 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.

- For additional information about system requirements, please see: System Requirements for LearningStudio 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 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/

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:

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

Learner Support

The One Stop Shop 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 provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

<div align="center">

FREE MobilE APPS

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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	**iPhone** - OS 6 and above

System:	**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.

<p style="text-align:center;color:green;">COURSE AND UNIVERSITY PROCEDURES/POLICIES</p>

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.***
- 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.***
- <u>Make/Up Quizzes.</u> There will be NO make-up quizzes for this course unless a true emergency exists. <u>Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.</u>
- <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.*

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/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

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. The first instance of plagiarism/academic dishonesty will result in a 0 on the assignment and the second will result in a 0 in the course. 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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@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.

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.

SEE TENTATIVE COURSE SCHEDULE ON THE NEXT PAGE

Tentative Course Schedule

Section and Weeks	Topics	Assignments and Due Date
Seminar 1 Sept. 2 and possibly continue on Sept. 16	Special Education and Inclusive Schooling, helping students succeed in the content areas Required meetings and legal/paperwork responsibilities	
Seminar 2 Oct. 21st	Response to Intervention: Developing Success for All Learners	**Campus/District Survey Due to DropbBox by 10/2/16** Identify Student for **Planning for "at-risk" students/Rtl assignment**
Seminar 3 Nov. 19th	Communicating and Collaborating with Other Professionals and Families	**Seminar Lesson Share Due** **ARD/IEP Meeting Reflection Due to DropBox**
Seminar 4 Dec. 9th	Promoting Social Acceptance and Managing Student Behavior	**Planning for "at-risk" students/Rtl Report Due to DropBox** **Evidence of Accommodations/Modifications and Collaboration Due to DropBox**