

Texas A&M Commerce  
SPED 480

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## SPED 480 Issues for Inclusion

COURSE SYLLABUS: Fall 2019

### INSTRUCTOR INFORMATION

**Instructor:** Michelle Hanks, MEd  
Instructor/Field Supervisor

**Office Location:** Henderson 204

**Office Hours:** Due to class schedule, office hours rotate. Please email me to set up an appointment.

**University Email Address:** michelle.hanks@tamuc.edu

**Preferred Form of Communication:** e-mail

**Communication Response Time:** Responses to emails will be made Monday through Thursday within 48 hours. Please note that I will not respond to emails on Saturdays, Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week.

### COURSE INFORMATION

#### 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.

Resources:

[Legal Framework](#)

[The Teacher Toolkit](#)

[What's So Special.....](#)

[Accommodations Live Binder](#)

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### **Student Learning Outcomes**

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

002: formal and informal assessment procedures and how to evaluate student competences to make instructional decisions

003: procedures for planning for individuals with disabilities

005: how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations

0011: professional roles and responsibilities and legal and ethical requirements

0012: how to communicate and collaborate effectively in a variety of professional settings

### **COURSE REQUIREMENTS**

#### **Minimal Technical Skills Needed**

You will need to be able to use the learning management system, as well as Microsoft Word and PowerPoint, and any software/hardware that your mentor asks you to use in district. You will also use presentation and graphics programs.

#### **Instructional Methods**

- Students are expected to attend all scheduled seminars. Punctuality and full participation until seminar is dismissed is expected. It is the responsibility of the student to contact the instructor regarding make-up work for excused absences and/or late arrivals and provide confirmation of the reason for being absent or tardy (for example, a doctor's note). The student and instructor will agree on the content of the make-up work. Unexcused absences or absences for which make-up work is not completed will result in a 2-point deduction of total points earned for each absence. This also applies if a student leaves seminar early for any reason. Unexcused tardies will lead to a deduction in the total points earned for the semester.
- Students need to arrange for child-care for on seminar dates. Children cannot be brought to seminar meetings.
- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to communicate any extenuating circumstances to the instructor in a timely manner.

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### Required Assignments:

**Campus/District Survey:** Complete the campus/district survey posted. 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: see tentative calendar**

**Seminar Lesson Share:** 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**. EVERY STUDENT NEEDS TO SUBMIT A DIFFERENT LESSON—EVEN IF YOU ARE IN SIMILAR STUDENT TEACHING ENVIROMENTS. 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: see tentative calendar**

**ARD/IEP Meeting:** Observe an ARD meeting this semester. **Due: see tentative calendar**

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**):

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.\*\*\***

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**Planning for “at-risk” students/Rtl:** 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’ Rtl process (it will be great if you can attend an Rtl 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: see tentative calendar**

**Evidence of Accommodations/Modifications and Collaboration:** 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 one-page typed reflection discussing:

o your observations of how general and special educators collaborate and communicate regarding students’ needs, IEPs, and their progress.

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.

2. A copy of the accommodations/modifications table you developed (remember to maintain student confidentiality).

3. 2 sample copies of lesson plans that show evidence of your efforts in accommodating and/or modifying for students with disabilities. **Due: see tentative calendar**

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**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).

### **Student Responsibilities or Tips for Success in the Course**

You will need to regularly log into the course and stay on track with assignments. Weekly study will be required.

### **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

### **Assessments**

**Your mid term & final grade from your University Supervisor for your Internship will be included in this grading and will count as 2/3 of your final average.**

**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?

**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.**

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## 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.

### Desktop Support

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports 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.

- 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.

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- \*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.

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 \(version 17 or later\) https://get.adobe.com/flashplayer/](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.

## 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](mailto: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.

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## 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

Responses to emails will be made Monday through Thursday within 48 hours. Please note that I will not respond to emails on Saturdays, Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week. I will make time during seminar to review and collaborate with you regarding any concerns you regarding assignments, seminar, etc.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

- **Late assignments will not be accepted unless with instructor's prior approval (before the deadline) due to extenuating circumstances.**
- Students are expected to attend all scheduled seminars. Punctuality and full participation until seminar is dismissed is expected. It is the responsibility of the student to contact the instructor regarding make-up work for excused absences and/or late arrivals and provide confirmation of the reason for being absent or tardy (for example, a doctor's note). The student and instructor will agree on the content of the make-up work. Unexcused absences or absences for which make-up work is not completed will result in a 2-point deduction of total points earned for each absence. This also applies if a student

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leaves seminar early for any reason. Unexcused tardies will lead to a deduction in the total points earned for the semester.

- Students need to arrange for child-care for on seminar dates. Children cannot be brought to seminar meetings.
- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to communicate any extenuating circumstances to the instructor in a timely manner.

### **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>

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. For more details and the definition of academic dishonesty see the following procedures:

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

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<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](mailto: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.

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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

Section and Weeks	Topics	Assignments and Due Date
Seminar 1	Special Education and Inclusive Schooling; Disability Match Order steps in SPED Process Alphabet Soup	
Seminar 2	Response to Intervention: Developing Success for All Learners Differentiated Instruction and Accommodations v. Modifications	<b>Campus/District Survey Due to Assignment Submission Box</b> <b>Identify Student for Planning for “at-risk” students/Rtl assignment</b>
Seminar 3	Communicating and Collaborating with Other Professionals and Families; IEP Scavenger Hunt and Mock ARD	<b>Seminar Lesson Share Due to Assignment Submission Box</b> <b>ARD/IEP Meeting Reflection Due to Assignment Submission Box</b>
Seminar 4	Utilizing Technology; Promoting Social Acceptance and Managing Student Behavior	<b>Planning for “at-risk” students/Rtl Report Due to Assignment Submission Box</b> <b>Evidence of Accommodations/Modifications and Collaboration Due to Assignment Submission Box</b>

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