ISSUES FOR INCLUSION SPED 480
COURSE SYLLABUS: Fall 2020

INSTRUCTOR INFORMATION

Instructor: Jennifer Ozuna, M.Ed.
Telephone: (972) 948-9647 (cell – please text before calling)
Email: Jennifer.Ozuna@tamuc.edu
Office Hours: I do not have an office at the University. Please email, text, or call if you have any questions. I can also schedule time to have a private Zoom meeting, if 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.

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)

Culturally Relevant Teaching- Students will design appropriate lessons with essential components for culturally relevant teaching to include the diverse backgrounds of elementary students (language diversity, economic diversity, cultural and ethnic diversity, and exceptionalities), and use cultural assets to build their identity as learners in each content area

Identity Development- Students will understand how curriculum and teaching practices can be anti-racist and promote equity in all content areas and develop student identity as learners and apply this understanding to lesson planning and instruction.

Specifically, students will demonstrate understanding and apply knowledge of:
C002: formal and informal assessment procedures and how to evaluate student competences to make instructional decisions

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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

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

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

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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.

- 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.

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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:
  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.

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.

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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, contact Brightspace Technical Support at 1-877-325-7778 or click **Live Chat** or click on the words "click here" to submit an issue via

please on the 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 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.*
  - **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**

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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.*

<u>A Note About the Virtual Office:</u> 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.

<u>Three Before Me Rule</u>: 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.

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Syllabus Change Policy

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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.

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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

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

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

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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

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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

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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 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

Assignments

1. **Alphabet Soup and Disability Match (10 pts.)**-Students will use the info in Module 1 to complete these activities. The point of these assignments is to become familiar with the disability categories served in special education and common acronyms.
2. **Parent/Family 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:

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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
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

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3. **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.

4. **IEP Scavenger Hunt (10 pts. total):** Students will use a sample IEP document to locate crucial components and answer questions related to the document.

5. **Evidence of Accommodations/Modifications and Collaboration (20 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) (**10 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?

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      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).

6. **Discussions (20 pts). -** There are discussions included in each module of the course. Students must respond by the due date and some discussios require a response to a classmate.

Course Evaluation & Grading:

Alphabet Soup	**5 pts.**
Disability Match	**5 pts.**
Parent Interview	**20 pts.**
ARD/IEP Meeting	**20 pts.**
IEP Scavenger Hunt	**10 pts.**
Evidence of Accommodations/Modifications and Collaboration	**20 pts.**
Discussions -	
Course Home (4)	
Getting to Know You (2)	
Special Education Students at a Glance (5)	
Accommodations (5)	
Assistive Technology (4)	**20 pts.**
TOTAL	**100 pts**

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COURSE OUTLINE / CALENDAR
Tentative Course Schedule

Section and Weeks	Topics	Assignments and Due Date
Seminar 1 *September 15 9:30-11:30 via Zoom*	Overview of Syllabus/Course Assignments Introduction to Special Education	**Alphabet Soup Disability Match Getting to Know You Discussion Course Home Discussion**
Seminar 2 *October 12 9:30-11:30 via Zoom*	The SPED Process, RTI, and Collaboration	**Parent/Family Interview Special Education Students at a Glance Discussion Course Home Discussion**
Seminar 3 *November 3 9:30-11:30 via Zoom*	IEPs and Accommodations/Modifications	**IEP Scavenger Hunt Evidence of Accommodations/Dominicans Assignment Which Accommodations Would You Choose? Discussion Course Home Discussion**
Seminar 4 *We will not meet via Zoom this date. I will have a recorded video to watch instead*	Selecting Interventions that are Evidence-Based and Assistive Technology	**ARD/IEP Meeting Reflection AT Discussion Course Home Discussion**

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