

Prairie View A&M University

SPED-5283 – P01 Curriculum Adjustment

Course Prefix: SPED

Course No.: 5283

CRN 11103

P01

Dept. of Curriculum and Instruction

Whitlowe R. Green, College of Education

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Office Hours:

Virtual Office Hours:

MWF – 1:00 -4:00 p.m. and Sat. 10:00 a.m. to 2:00 p.m.

By appointment: call mobile (760) 690-7436 or Office (936) 261-3411

Course Location:

Class Meet Day/ Times:

Delco Hall, 328

Sat. 2:00 to 4:50 p.m.

Catalog Description:

This course provides an in-depth study of the various learning theories and an analysis of systematic approaches to learning. Prerequisites: SPED 5213, 5223, 5283, and consent of program coordinator.

Required Text:

Lerner, J.W. & Johns, B.H. (2012). *Learning Disabilities & Related Mild Disabilities – Teaching Strategies & New Directions. (12th Ed.)*. Wadsworth Publishers. ISBN – 13: 9778-1-111-30272-6

Course Description

This course also involves a careful examination of the domains and competencies and test taking strategies required for mastery of the Special Education EC-12 TExES. It is an exploratory course designed primarily for students seeking certification through PVAMU.

Goal of the Course

- To prepare beginning educators to function as problem-solvers, critical thinkers and decision makers who are able to communicate these cognitive skills to students.
- To prepare beginning educators to become facilitators of student growth and development by developing positive self esteem and concepts to learners.
- To prepare beginning educators to understand their roles as professionals who understand and foster an appreciation for human diversity and who will demonstrate global awareness by recognizing diverse learners as individualized learners achieving goals.

Course Objectives

At the end of the course, students will understand.....

1. Identify theories of learning Includes major theories of learning used in various instructional situations, and the relationship between theories and learning and instructional methods [CC1K1, ExCET61-I-001]
2. Understand concepts of learning Includes the steps and characteristics of information processing in learning situations, behavioral and cognitive concepts of learning, & concepts of intelligence and aptitude. [ExCET11-I-001]
3. Understand the role of motivation in learning
Includes factors involved in the development of attitudes toward education, principles of motivation appropriate for various learning situations, and activities that can be used to motivate students in various situations. [ExCET11-I-002]
4. Know similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals [CC2K1, ExCET61-I-001]
5. Understand principles of learning theories and the learning process. [IGC6K2, IGC6K3, ExCET61-I]
6. Understand special student populations and their needs. [ExCET61-I-001]
7. Acknowledge differing learning styles of students and how to adapt teaching to these styles. [CC4K1,]
8. Understand the theories of social skill development. [IGC4K6]

Access to Learning Resources:

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

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web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 2GB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 6.61 or Microsoft Internet Explorer ver. 7.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader

Professional Education Unit Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The Unit faculty developed the Conceptual Framework after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the Conceptual Framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.

Conceptual Framework

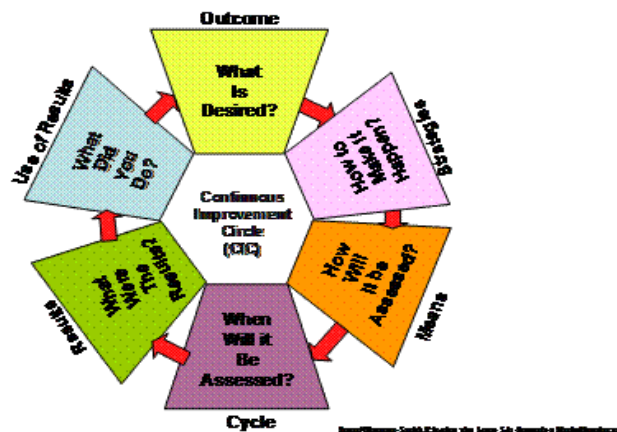
Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)

E-FOLD-P

The Conceptual Framework Model supports the major goals of the Unit which in turn guide the design and implementation of the teacher education programs. These four goals, with the integration of technology, constitute a commitment by the Unit to develop and prepare students:

- As problem-solvers, critical thinkers, and decision-makers.
- As a reflective and continual learner utilizing effective teaching practices;
- As a facilitator of student growth and development, by precept and example; and
- As an educator with an understanding and appreciation of human diversity and global awareness.

Quality Without Compromise Closing the Loop The Six Question Model at Prairie View A&M University



Course Evaluation Methods

This course will utilize the following instruments to determine student grades:

- Exercises**-written assignments designed to supplement course materials
- Projects**-assignments designed to measure ability to apply course material
- Class Participation**-daily attendance and participation in class discussions

Students will utilize case studies at <http://iris.peabody.vanderbilt.edu> (The IRIS Center Special Education Resources for Inclusion, Research-to-Practice Instructional Strategies) to strengthen their understanding of select topics as well as a way to enhance their problem-solving abilities. Designed to accommodate a wide range of student skills, case study sets are divided into three progressive levels:

- Level A** – Gathering information
- Level B** – Analyzing information
- Level C** – Synthesizing information

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24/7. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours. You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board. Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted,

everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions (*instruments will vary slightly depending on the course*)

Grading System

Assignments	Point Value	Total
(4) Article Reflections from professional journals written in APA format	100 each	400
Midterm Examination	100	100
(1) Individual Presentation – post to eCourses	100	100
(1) Group Presentation – post to eCourses	200	200
iRead Book Review	100	100
Final Examination	100	100
TOTAL		1000

TExES Preparation Info

Contact person: Ms. Doris A. Barnes-Green, TExES® Exam Coordinator
dabarnesgreen@pvamu.edu – (936) 261-3403

All Teacher Candidates must take and make a minimum score of 290 on the Representative Examination All representative examinations will be administered on campus. *(See attached TExES data from Ms. Green)* Please visit the ETS-TExES website for the most up-to-date information. You can determine specific test-date availability during the registration process. The Educational Diagnostician CAT test is offered only during limited or fixed administration windows.

Data below prepared by Ms. DB Green

TExES® Examination Preparation: Policies, Requirements & responsibilities for teacher candidates

OVERVIEW

- All teacher candidates must have a TEA (Texas Education Agency) Identification Number and an updated TEA profile established prior to registering for any TExES® Exam Review Session, or Representative Exam Administration Session.
- All teacher candidates are required to adhere to the following procedures regarding TExES® Examination Review Sessions, and TExES® Examination Representative Test Administration Sessions PRIOR to applying for approval to take any actual TExES® examination:

MANDATORY REVIEW POLICIES AND REQUIREMENTS

- Teacher candidate must complete at least six (6) hours of OFFICIAL TExES® test preparation and review for the Pedagogy and (PPR)
- Each teacher candidate must complete at least six (6) hours of OFFICIAL TExES® test preparation and review for the candidates' designated Content Area (i.e. Generalist EC-6; Generalist 4-8; Math 4-8, Science 4-8; English Language Arts and Reading 4-8; Music EC-12; Special Education EC-12, etc.) as determined by the TExES® Assessment Coordinator.

TEACHER CANDIDATE RESPONSIBILITIES – REVIEW SESSIONS

- Teacher candidates should arrive at all Review Sessions on time.
- Teacher candidates are expected to actively participate in all Review Sessions.
- Each teacher candidate is responsible for acquiring and **MAINTAINING** the *Documentation of Required TExES® Exam*

Preparation Hours Form. The form is located online at www.pvamu.edu (Links: *Whitlowe R. Green College of Education; TExES Preparation*) and must be used to track and document attendance and completion of all official TExES® Exam Preparation.

- Teacher candidate must bring the *Documentation of Required TExES® Exam Preparation Hours Form* to every Review Session.
- It is the teacher candidates' responsibility to obtain the signature of the Review Session presenter at the end of the session.

TEACHER CANDIDATE RESPONSIBILITIES – REPRESENTATIVE TESTS

- Teacher candidates must register to take each TExES® Representative Examination. Registration forms are available online at www.pvamu.edu (Links: *Whitlowe R. Green College of Education; TExES Preparation*)
- Each teacher candidate must take and pass the required TExES® PPR Representative Examination and Content Area Representative Examination with a score of at least 80% on each exam.
- Teacher candidates may take only one test per Representative Test Administration Session.
- All Representative Examinations must be taken within the timeline of the currently offered Representative Exam Administration Schedule.
- After scoring, each teacher candidate must go to the office of the TExES® Assessment Coordinator to complete a *Score Analysis Form* for each test taken, and to conference with the TExES® Assessment Coordinator regarding directions for continued test preparation.
- It is the teacher candidate's responsibility to maintain a copy of the *Score Analysis Form*. Note: A copy of the Score Analysis Form must be submitted with the Application for Approval to Take the TExES® Examination once a passing score of **90%** is obtained on a **Representative Examination** and **290** on **Certified Teacher**.
- Teacher candidates may take the Representative Exams as many times as necessary, within the timeline of the currently offered Representative Exam Administration Schedule.

TEACHER CANDIDATE RESPONSIBILITIES – INDIVIDUAL STUDY

- Teacher candidates are expected to develop and implement a *Personal Study Action Plan* for the purpose of guiding the teacher candidate's ongoing preparation for both TExES® examinations.
- Teacher candidates are expected to access and utilize as many university-provided resources as necessary (i.e. TExES® Preparation

Lab and materials located in Room 332) in order to fully prepare for each TExES® examination.

- Teacher candidates may document additional TExES® Preparation Lab study time in Section III of the Documentation of Required TExES® Exam preparation Hours Form. This is not mandatory, but encouraged!
- Teacher candidates are also encouraged to seek additional resources and strategies (e.g.) related text books, commercial TExES® review materials; online practice questions through the Harris County Public Library system; student developed flash cards and note cards; content area study groups, practice question software, etc.) in order to facilitate their own success on respective TExES® examinations.

Course Objectives

1. Comprehend the cognitive, affective, behavioral and psycho-motor processes children need to learn
2. Comprehend motivational theory and how it applies to learning
3. Develop critical thinking and problem solving skills
4. Comprehend learning styles and how to use active learning strategies
5. Differentiate age-appropriate behaviors relative to learning, behavior and teaching
6. Apply the teaching-learning theories to how children learn, and to ascertain what factors motivate them in their quest to retain recently learned knowledge

Reflection Assignments

Reflection Reports should include reading and analyzing an article from a professional journal (Not a website) to support (a) a summary of class lectures, textbook readings, and discussions covered and, (b) discussion of reactions, analyses, and implications of the issues addressed in class and readings

Course Requirements

A. Three (3) Examinations (300 points)

1. All students must complete 3 exams covering lectures, discussions, and required readings. All exams are cumulative and some of the items covered in a previous exam will be used again.
2. Please bring a #2 pencil with eraser to class and a Scantron sheet with 50 questions per side. Each exam carries a maximum value of **100 points**.

B. Four (4) Reflection Reports (400 points)

Reactions and analyses to the assignment must come from research articles from professional journals that focus on the following three (3) areas:

1. **Knowledge gained:** What did I learn that was new?
2. **Implications:** How will it impact students, educators, or the educational process?
3. **Significance:** How did, or will the information impact me? What do I still need or want to learn about the specific topic?

Reaction Papers Scoring Rubric

Criteria Expected
<ul style="list-style-type: none">▪ APA Writing Format (30 points)<ol style="list-style-type: none">1. Cover page2. 12 point font3. 1 inch margins on all sides of the page4. Report doubled spaced5. References formatted correctly
<ul style="list-style-type: none">▪ Article from professional journals (30 points)<ul style="list-style-type: none">▪ <i>Exceptional Children</i>▪ <i>Teaching Exceptional Children</i>▪ <i>Journal of Learning Disabilities</i>▪ <i>Journal of Special Education</i>▪ <i>Other major psychology journals</i>
<ul style="list-style-type: none">▪ Salient points addressed with less than 5 errors: (40 points)<ol style="list-style-type: none">1. Spelling2. Grammar3. Targeted Points: <i>Knowledge Gained; Implications & Significance</i>
Total 100 Points

PowerPoint Presentation Scoring Rubric

Criteria Expected

- **PowerPoint Cosmetics: (25 points)**
 1. Font between 32 to 36 points
 2. White text-dark background or, dark text – white background
- **YouTube Video included: (25 points)**
 1. Relative and interesting
 2. Length between 5 to 10 minutes
- **Presentation Overview: (50 points)**
 1. Evidence of topic understanding and knowledge
 2. Ease of delivery
 3. Ability to answer questions from peers and instructor
 4. Topic researched thoroughly with references
 5. Total group involvement and participation

Total 100 points

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including LD requesting accommodations in classes, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.

4. **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated at the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Course Schedule

Week	Assignments	Due
1	<p style="text-align: center;">Course criteria and Assignment expectations Organize Presentation Groups Review weekly assignments</p>	9/1 st
2	<ul style="list-style-type: none"> • Read <i>chapter 2 – IEP Development (p. 48)</i> • Read <i>chapter 3 – Teaching Strategies (p. 95-105)</i> • Read <i>lecture notes</i> and articles from professional journals on <i>Teaching & Student Learning Styles</i> 	9/8 th
3	Individual Presentations on <i>IEP Development</i>	9/15 th
4	<p style="text-align: center;">Individual Presentation on Teaching styles Individual Presentation on Learning styles</p>	9/22 nd
5	<ol style="list-style-type: none"> 1. Write a Reflection Report (2-3 pages) on the dynamics and importance of how teaching styles impact learning styles 2. Write a Reflection Report (2-3 pages) on how learning styles impact academic achievement 	9/29 th
6	<ul style="list-style-type: none"> ▪ Classroom Management & the TOLD Behavioral Approach ▪ Read <i>Chapter 6 (p. 175)</i> on Behavior Management ▪ Read <i>Lecture the TOLD Charting Form</i> ▪ <i>Chapter 12 (P. 389)</i> and articles from journals on <i>Graphic Organizers Curriculum</i> 	10/6 th
7	<ol style="list-style-type: none"> 1. Write a Reflection Report (2-3 pages) the importance of classroom management on student learning 2. Design a <i>behavioral management activity</i> using the <i>TOAD</i> approach 3. Design a <i>K-W-L Chart</i> and <i>Graphic Organizers</i> 	10/13 th

<p>8</p>	<ul style="list-style-type: none"> ▪ Read Chapter 5 (p.154) on <i>Long & Short term Memory</i> ▪ Read <i>Chapters 5 (p.154-157) &</i> <ol style="list-style-type: none"> 1. Write a Reflection report (2-3 pages) using Graphic Organizers to enhance specific learning concepts 2. Prepare a K-W-L Chart for 2nd Grade Reading Lesson 3. Post your report to the Discussion Board on eCourses and critique three reports submitted by peers 	<p>10/20th</p>
<p>9</p>	<ul style="list-style-type: none"> ▪ Differentiated Instruction and Curriculum Development ▪ Read <i>Chapters 3 (p. 79) on Differentiating Instruction</i>, and the role of using technology to design a curriculum lesson ▪ Read information on the TEKS from the TEA website <ol style="list-style-type: none"> 1. Write a Reflection report on the iRead Book assigned and post to the Discussion Board on eCourses 2. Post your iRead assignment to the Discussion Board on eCourses and critique three reports submitted by peers 	<p>10/27th</p>
<p>10</p>	<ul style="list-style-type: none"> ▪ Read <i>Chapter 12 (p. 357-402) Reading Difficulties</i> ▪ Read <i>Chapter 12 (p. 360-363) Dyslexia</i> <ol style="list-style-type: none"> 1. Write a Reflection Report (2-3 pages) on using differentiating Instruction to enhance both cognitive and affective development of students identified with mild/moderate disabilities 2. Describe the following Terms thoroughly and use each term in a sentence: <ul style="list-style-type: none"> a.) <i>Dylexia</i>; b.) <i>phonemic awareness</i>; c.) <i>fluency</i> d.) <i>phonics</i>; e.) <i>repeated reading</i>; f.) <i>VAKT</i> g.) <i>Informal Reading Inventory</i>; h.) <i>K-W-L technique</i> 	<p>11/3rd</p>
<p>11</p>	<ul style="list-style-type: none"> • Read <i>Chapter 2 – (p.44-5 & p. 466) Curriculum Based Assessment and Curriculum Based Measurement (CBM)</i> ▪ Read eCourses Lecture and articles on CBA and CBM ▪ Assessing learning via Curriculum Based Assessment (CBA) and Curriculum Based Measurement (CBM) ▪ Read the lecture notes and 2 articles on CBA and CBM. 	<p>11/10th</p>

12	<p>TEKS identified on the TEA website Assistive Technology – Chapter 1 (p.29-32) Differentiating Instruction – Chapter 3 (p.79)</p>	11/17 th
13	<p style="text-align: center;">Thanksgiving Holiday – No Class!</p>	11/24 th
14	<p>Graphic Organizers - Chapters 5 (p.154 - 157) CBA & CBM - Chapter 2 (p.44-5) & Chapter 14 (p. 466)</p>	12/1 st
15	<p style="text-align: center;"><i>Final Examination</i></p> <p>FINAL EXAM: Design a comprehensive reading curriculum on a grade level of your choice relying on the TEKS and using the following elements below. Articles from professional journals rare required!</p> <ul style="list-style-type: none"> ▪ All assignment due on the last day of class! 	12/8 th