SYLLABUS

SPED 3300- 25330: Introduction to Exceptional Children

Spring 2024

General Course Information

Course Information	Description	
Instructor:	Dr. Talithia Lewis	
Section # and CRN:	**25330**	
Office Location:	**Evans Hall Rm 315**	
Office Phone:	**936-261-3416**	
Email Address:	tjlewis@pvamu.edu	
Office Hours:	By Appointment	
Mode of Instruction:	Face-to-Face	
Course Location:	Wilhelmina Delco Bldg 243	
Class Days & Times:	12:30-1:50 TR	
Catalog Description:	SPED 3300-Introduction to Exceptional Children. (3-0). Credit 3. Basic theories and concepts related to identification and classification of exceptional children and youth.	
Prerequisites:	N/A	
Co-requisites:	N/A	
Required Text(s):	Hallahan, D.P. , Kauffman, J.M. , & Pullen, P. C. (2021).*Exceptional learners: An Introduction to special education, 14th ed.B*oston: Pearson. (ISBN-10: 0-13-752035-2 ISBN-13: 978-0-13-752035-0)	
Recommended Text(s):	Boyle, J. R. & Weishaar M. (2001). *Special education law with cases. B*oston: Allyn and Bacon. (ISBN 0-205-27468-4)	

General Course Information Table

Course Learning Outcomes:

#	Course Objectives (CO) / Learning Outcomes (CLO)	TExES EXAM COMPETENCIES	STATE SPED STANDARDS	SLO'S	CEC STANDARDS	CAEP
CO1	**By the end of this course,** Students will describe **exceptionality and special Education,** including the educational definition and prevalence of exceptional learners, definition of special education, history and origins of Special Education, and the progress of Special Education.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	1.0 2.0 4.0 6.0	1.1, 1.2, 1.3,
CO2	Students will implement **integration, inclusion, and support of positive outcomes**, including evaluation and identification of exceptional learners, the intent of Special Education Law (individualized education for students with disabilities), providing Special Education (placement issues for exceptional learners), teachers' roles in providing Special Education, and Special Education in the context of standards based reform.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	2.0 4.0	1.1, 1.2, 1.3,
CO3	Students will describe **multicultural and bilingual aspects of Special Education**, including American multiculturalism, education and cultural diversity, multicultural and bilingual Special Education, identification and classification of disabilities, assessment issues in multicultural and Bilingual Education, and instruction in multicultural and Bilingual Special Education.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	1.0 2.0 4.0	1.1, 1.2, 1.3,

CO4	Students will evaluate **parents and families involvement**, including professionals' changing views of parents and families, the effects of a child with a disability on the family, family involvement in treatment and education.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	2.0 6.0	1.1, 1.2, 1.3,
CO5	Students will **define and describe the, prevalence, origins, variations, and considerations for Learners with Intellectual and Developmental Disabilities**, including learners with specific learning disabilities, attention deficit hyperactivity disorder, emotional or behavioral disorders, autism spectrum disorders, communication disorders, learners who are deaf or hard of hearing, learners with blindness or low vision, learners with low-incidence, multiple, and severe disabilities, learners with physical disabilities and other health impairment, and learners with special gifts and talents.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	2.0 4.0 6.0	1.1, 1.2, 1.3,
CO6	Students will define and describe Mental Health and Dyslexia through a variety of activities/training modules and analyze assessment data and develop instructional lesson plans for the learning challenged student- Differentiated Instruction.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	2.0 4.0 6.0	1.1, 1.2, 1.3,
CO7	Students will be able to describe federal, state laws and rules related to special education IEP Regulations Select, adapt, and with exceptionalities, implement a repertoire of evidence-based instructional strategies.	1, 2, 3, 4, 5, 6, 10, 11	I, II, III	1, 2, 3	2.0 4.0 6.0	1.1, 1.2, 1.3,

CUIN Undergraduate Student Learning Outcomes(SLOs)

1. **The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and create safe and supportive learning environments in order to work effectively with diverse P-12 students and their families. (CAEP R1.1; InTASC Standards 1, 2, and 3)

2. **Content:** Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions.** Candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students. (CAEP R1.2; InTASC 4 and 5)

3. **Instructional Practice:** Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state approved technology standards** to engage and improve learning for all students. (CAEP R1.3; InTASC 6, 7, and 8)

4. **Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families.** (CAEP R1.4; InTASC 9 and 10)

Core Curriculum Objectives:

(A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
(B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
(C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
(D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
(E) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision making; and
(F) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

CEC Initial Preparation Standards

Standard 1: *Learner Development and Individual Learning Differences*
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: *Learning Environments*
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Standard 3: *Curricular Content Knowledge*
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: *Assessment*
Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5: *Instructional Planning and Strategies*
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: *Professional Learning and Ethical Practice*
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: *Collaboration*
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CAEP INITIAL LEVEL STANDARDS

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility: The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

SPECIAL EDUCATION STANDARDS

Standard I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII. The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading.

Standard XII. The special education teacher promotes students' performance in mathematics.

DOMAINS AND COMPETENCIES

Domain I — Understanding Individuals with Disabilities and Evaluating Their Needs

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 002: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

Domain II — Promoting Student Learning and Development

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005: The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Competency 007: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Domain III — Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Competency 008: The special education teacher promotes students' performance in English language arts and reading.

Competency 009: The special education teacher promotes students' performance in mathematics.

Domain IV — Foundations and Professional Roles and Responsibilities

Competency 010: The special education teacher understands the philosophical, historical and legal foundations of special education.

Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
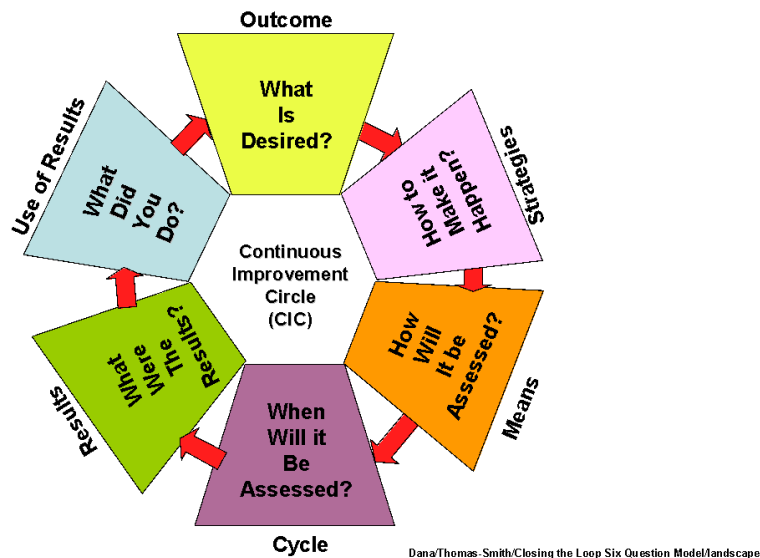
E-FOLD-P Framework

Curricula are structured to promote and enhance the development of the Educators as Facilitator of Learning for Diverse Populations (E-FOLD-P). SPED 3300, like other courses in the teacher education program at PVAMU, is designed to:

• Enhance the skills of practitioners as problem-solvers, critical thinkers, and decision makers. • Enhance the skills of practitioners who understand and appreciate human diversity and global awareness. • Enhance the skills of practitioners who are reflective and continual learners.

• Enhance the skills of practitioners who are facilitators of student growth and development.

PRAIRIE VIEW A&M UNIVERSITY
WHITLOWE R. GREEN COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK
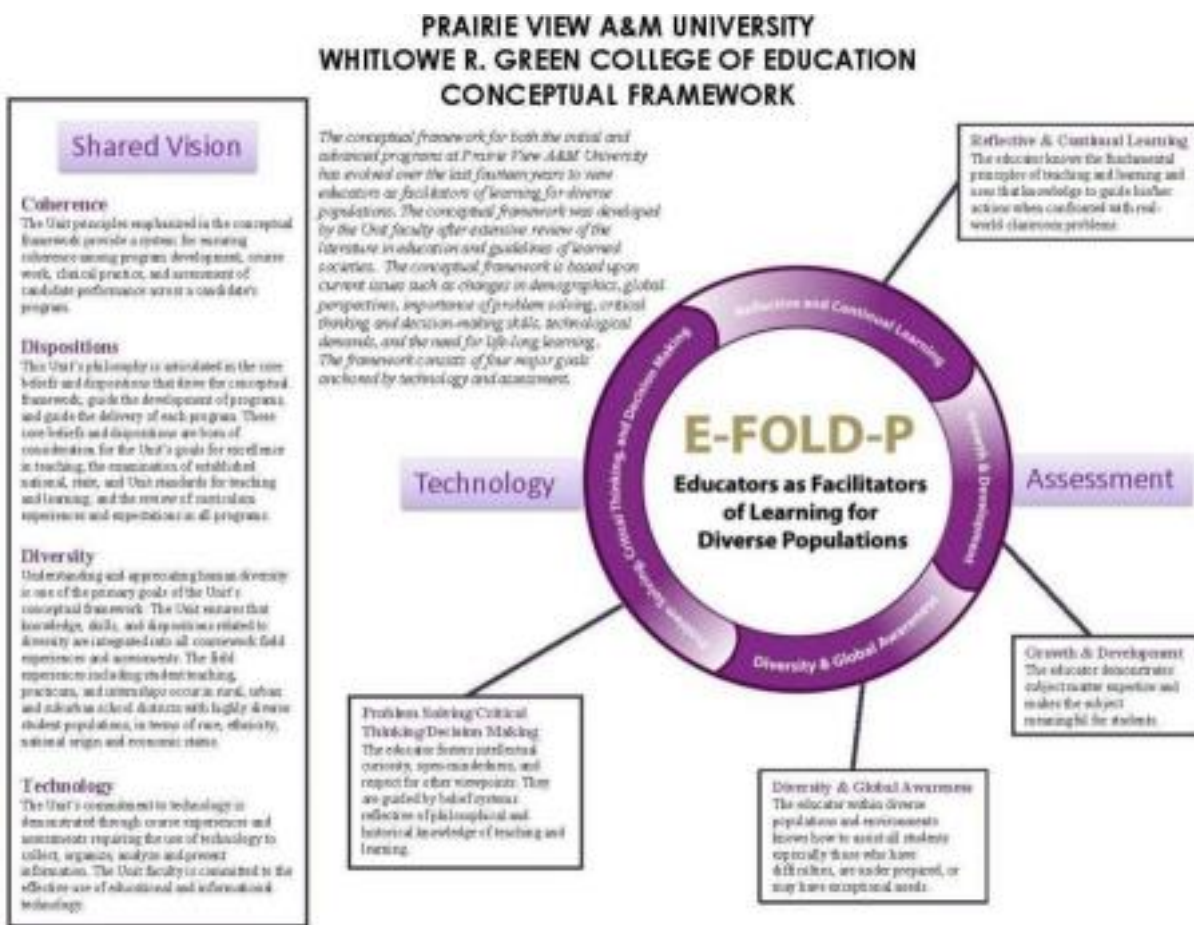
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

How to Make it Happen?

Strategies

Use of Results

What Did You Do?

Continuous Improvement Circle (CIC)

How Will It be Assessed?

Means

What Were The Results?

Results

When Will it Be Assessed?

Cycle

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

This course is also designed as a part of a comprehensive and coherent professional development system and addresses proficiencies which describe what teachers must know and be able to effectively demonstrate so that all children have access to quality education. *The Proficiencies for Teachers in Learner-Centered Schools* utilized by this teacher preparation entity to ensure that all educators have the knowledge and skills to teach in Texas public schools are:

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

LEARNER-CENTERED INSTRUCTION

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity

DOMAIN I UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

The special education professional demonstrates knowledge of:

1. Learning factors that may affect learning in students with disabilities and uses this knowledge to respond to individual learners' needs and take advantage of their capacities.

2. The effects of disabilities on developmental processes and progressions in various domains. 3. Formal and informal assessment procedures designed to evaluate individual differences and make placement and programming decisions.

DOMAIN II PROMOTING STUDENT LEARNING AND DEVELOPMENT

1. The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

2. The special education teacher understands and applies knowledge of procedures for managing the teaching

and learning environment, including procedures related to the use of assistive technology. 3. The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

4. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

5. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

DOMAIN III PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS

1. The special education teacher promotes students' performance in English language arts and reading.
2. The special education teacher promotes students' performance in mathematics.

DOMAIN IV FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES 1. The special education teacher understands the philosophical, historical, and legal foundation of special education.

2. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

3. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Inclusion. The special educator recognizes the benefits of education learners with disabilities in the regular classroom and understands curricular and instructional modifications that facilitate instruction. **Diversity.** The special educator understands the implications of student diversity (including language, cultural, and socioeconomic diversity) in selecting, administering, and interpreting assessments and in making educational recommendations.

Collaboration. The special educator knows how to work with other professionals and with families to assess learners and ensure that they are provided with appropriate and effective educational plans. **Differentiated Instruction.** The special educator knows how to design, deliver and assess lesson for typical and atypical learners.

Supplemental Texts/Selected Resources:

Council for Exceptional Children (2005). *What every special educator must know: Ethics, standards, and guidelines for special educators*, 5th, ed. New Jersey: Pearson Prentice Hall.

C.E.C., (2005). *What's new in the new IDEA 2004: Frequently asked questions and answers*. Virginia: The Council for Exceptional Children.

Ford, B. A. (2001). Connecting with community resources: Optimizing the potential of multicultural learners with mild disabilities. In C. Utley and F. Obiakor (Eds.), *Special education, multicultural education, and school reform.* Illinois: Thomas.

Heward, W. L., & Orlansky, M. D. (2002). *Exceptional children, 3rd. ed.* Columbus, OH: Merrill Publishing Company.

Kirk, S. A., Gallagher, J. J., & Anastasiow, N. J., (2000). *Educating exceptional children, 9th ed.* Boston: Houghton Mifflin

Mandlawitz, M. (2006). *What every teacher should know about IDEA 2004*. Boston, MA: Pearson Education, Inc.

Strunk, W. & White, E. B. (2005). *The elements of style*. New York: The Penguin Press.

Townsend, B. (2000). The disproportionate discipline of African American learners: Reducing school suspensions and expulsions. *Exceptional Children*, 66, 381-391.

Journals:
Exceptional Children, Council for Exceptional Children
Intervention in School and Clinic, PRO-ED, Inc.
Remedial and Special Education, PRO-ED, Inc.
Teacher Education and Special Education, Council for Exceptional Children.

Teaching Exceptional Children, Council for Exceptional Children.
The Journal of Learning Disabilities, PRO-ED, Inc.
The Journal of Special Education, PRO-ED, Inc.

Selected Websites:
Association for the Severely Handicapped (TASH)
https://tash.org/

The Special Ed Advocate http://www.. wrightslaw.com

ADA Homepage
https://www.ada.gov/index.html

Children and Adults with Attention Deficit Disorder (CHADD
https://chadd.org/

ERIC Clearinghouse on Disabilities and Gifted Education Council for Exceptional Children https://www.hoagiesgifted.org/eric/index.html

Department of Education (DOE)
https://www.ed.gov/

LD ON-LINE
http://www.ldonline.org/

American Association on Mental Retardation (AAMR)
http://www.aamr.org/

Council for Exceptional Children (CEC)
https://exceptionalchildren.org/

Williams Syndrome Association (WSA)
https://williams

syndrome.org/resources

Star Legacy Modules and Case Studies:
https://iris.peabody.vanderbilt.edu

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1. Quizzes	2@25	50
2. Case Study w/ Present Level of Academic Achievement Functional Performance (PLAAFP)Individualized Education Plan (IEP) (Group Assignment)		100
3. Discussion Questions (Class Participation/Attendance)	14	350
4. Dyslexia and Senate Bill 460 (Mental Health) Training (Modules)	2@20	40
5. Mid-terms		50
6. Final Exam		100
7. ADA Assignment		25
8. Differentiated Lesson Plan		100
Total:		**815**

Course Grade Requirement Table

Grading Criteria and Conversion:
A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = 0 to 59%

Detailed Description of Major Assignments:

Assignment Title orGrade Requirement	Description
1. Quizzes	Four Quizzes 20 points each (80 Points) (Notices will be given prior to each quiz).
2. IEP Development	Develop an Individualized Educational Plan (IEP) for a student who has a Specific Learning Disability (SLD), Emotional and Behavior Dis (EBD) Intellectual Disability (ID) or Emotional Disturbance (ED). Document difficulties with reading and/or math of a student. Utilize information from reading and math instruction i.e., other instructional classes, to help document the nature of the problem. Include all the components of strengths and weaknesses to present a goal and objectives for an Individual Education Plan (IEP). Cases will be provided by the instructor. Respond to each area as you work to help a student become more successful in an inclusive setting.
3. Discussion Questions	Read each discussion question carefully and respond to each prompt. Be sure to respond to two peers.
4. Attendance and participation	All students are expected to meet attendance requirements. Attendance is marked through discussion activities. Be sure to complete all discussion activities. Assessments are due every week.
5. Training- Dyslexia and Mental Health	**Assignment: Dyslexia Training Module and Senate Bill 460 training (40 points)** The Texas Education Agency mandates that all certification-seeking students receive training related to dyslexia and state guidelines for the assessment, identification, and instruction of dyslexia. PVAMU College of Education students will complete this training online. The **Dyslexia Training** consists of activities, web links, and videos: **Requirements for Completion** 1) Read the Dyslexia Handbook and FAQ on Dyslexia provided by TEA. 2) Read and complete the *Dyslexia Activities* and submit your assignment in the assignment portal. . **Assignment: Mental Health Assignment –Senate Bill 460 Training** The Texas Education Agency mandates that all educators are required by the Texas Mental Health Senate Bill 460 to learn how to identify students at risk of suicide or with other mental or emotional disorders and provide positive behavioral interventions and support in an educational setting. This includes teachers, administrations, counselors, and all other staff members. The COE is requiring all students to complete this training online by the end of the course. Upon completion a copy of the certificate will be placed in your file to indicate completion of all TEA mandated training. **Requirements for Completion** The SB 460 Training consists of two Learning Modules: Region VI and Region IV. Upon completion of the modules, you are required to do the following: (1). You must submit your certificates to your professor for our colleges' verification that you completed the training.

	(2). You are then required to submit your certificates via an assignment link in our class to receive your grade.
6. Differentiated Lesson Plan	Create a lesson plan that incorporates a universal design for learning to differentiate instruction for students with disabilities.
7. Exams	Mid-Term Exam: Multiple choice (50 points) The final examination- Multiple choice (100 points)
	All assignments must be up-loaded into the electronic systems (e.g., e-course) before a grade can be awarded. Assignments **posted** later than three (3) days may not be accepted. Please plan accordingly.

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

CLASS CALENDAR OF TOPICS, EVENTS, AND READING ASSIGNMENTS
(This schedule is subject to change at the discretion of Dr. Sande.)
Semester Calendar

Topic for Module	Module/Chapter Objectives (MO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings	**Assignments**		
<u>Week 1&2</u> *General SPED laws, Inclusion and Current practices* **(Meets CO2 & CO5)**	**MO1.1:** Getting Oriented to Exceptional Learners and Special Education **MO1.2:** Educational Definition of Exceptional Learners **MO1.3:** Prevalence of Exceptional Learners **MO1.4:** Definition of Special Education **MO1.5:** History and Origins of Special Education **MO1.6:** Evaluation and Identification of Exceptional Learners **MO1.7:** The Intent of Special Education Law: Individualized Education for Students with Disabilities. **MO1.8:** Teachers Role in Providing Special Education	- Course Introduction -Chapter 1 Chapter 2- Current Practices for Meeting the Needs of Exceptional Learners (Textbook) **(MO1.1-1.8)** - Chapter 1 Online PPT **(MO1.1-1.5)** - Sage Chapter 2 Online PPT	- Response Discussion #1 **(MO1.1, 1.2, & 1.7)** - Syllabus assignment -Chapter review Quiz #1 **(MO1.1-1.8)**	- Response Discussion #1 and 2 **(MO1.1, 1.2, & 1.7)** - ADA Assignment **(MO1.1-1.4)**	- Canvas Discussion Forums **(MO1.3 & 1.4)** - Turnitin

Week 3&4	**MO2.1:** Describe Multicultural and Bilingual Special Education. **MO2.2:** Define the purpose of developing culturally responsive lessons. **MO2.3:** State the importance of Education and Cultural Diversity. **MO2.4:** Explain the difference between Individual Diversities, subcultures and dialects. **MO 2.5:** Understand the importance of family involvement in student education **MO 2.6:** Define the purpose and structure of an IEP and IFSP. **MO 2.7:** Collaboratively develop a student background based on information gathered from their assigned chapter **MO 2.8:** Explain the purpose of Parents and guardians in an ARD meeting.	- Chapter 3 Multicultural and Bilingual Aspects of Special Education -Chapter 4 Parents and Families (Textbook) **(MO2.1-2.8).** - Chapter 3 Online PPT **(MO2.1-2.4)** -Chapter 4 Online PPT **(MO 2.5- 2.8)** -Watch Videos ● Wraparound ● Parental involvement ● Sibshop ● Bowen Family Theory ● Family colllaboration **(MO 2.5- 2.8)**	- Response Discussion: Subcultures and dialects #3 **(MO2.3-2.4)** Response Discussion: Parents and Family #4 **(MO2.5-2.8)** -Canvas Quiz #2 **(MO2.1-2.8)** -Student Background Assignment **(CO 1-7)**	- Response Discussion: Subcultures and dialects **(MO2.3-2.4)** Response Discussion: Parents and Family #4 **(MO2.5-2.8)** -Canvas Quiz **(MO1.1-2.8)** -Student Background Assignment **(CO 1-7)**	- Canvas Discussion Forums **(MO2.3 & 2.4)** - Turnitin (varies) - Canvas Quiz #1 **(MO1.1-2.8)** -Quicktime Player
Multiculturalism and Family involvement in SPED (Meets CO5 & CO 6)					
Week 5:	**MO3.1:** Describe the difference between *Intellectual and Developmental Disabilities* **MO3.2:** Define the purpose and structure of self-contained and restrictive resource classrooms. **MO3.3:** Describe the etiology, causes, characteristics, educational/medical considerations, assessment, early intervention, and transition requirements for individuals with *Intellectual and Developmental Disabilities.* **MO3.4:** Describe early intervention services and transition goals.	- Chapter 5 Learners with Intellectual and Developmental Disabilities (Textbook) **(MO3.1-3.4)** - Chapter 5 Online Notes and PPT **(MO3.1-3.4)** - **Video resources** ● Down Syndrome ● Fragile X syndrome ● Prader Willi Syndrome ● Angelman Syndrome ● FBA- What is it: ● Life Skills Lessons	- Response Discussion #5 **(MO3.1)** - ADA Assignment **(MO3.1-3.4)**	- Response Discussion #3 **(MO3.1)** -Student Background Assignment **(CO 1-7)**	- Canvas Discussion Forums **(MO3.1)** - Turnitin **(varies)** Quicktime Player
Learners with Intellectual and Developmental Disabilities (Meets CO 3, CO6 and CO 7)					

| Week 6:

Learners with Learning Disabilities

(Meets CO1. CO2, and CO6) | MO4.1: Describe characteristics of **students with Learning Disabilities**
MO4.2: Describe the etiology, causes, characteristics, educational/medical considerations, assessment, early intervention and transition requirements for individuals with Learners with Learning Disabilities
MO4.3: Define the purpose and structure of inclusive and resource settings
MO4.4: Describe instructional practices and assessment options for students with LD. | - Chapter 6 Learners with Learning Disabilities (Textbook) **(MO4.1-4.4)**

- Chapter 6 Online Lecture Notes and PPT **(MO4.1-4.4)** - | - Response Discussion #6 **(MO4.3)**

- Canvas Quiz #3 **(MO4.1-4.4)** | - Response Discussion #4 **(MO4.3)**

- Canvas Quiz **(MO4.1- 4.4)** | - Canvas Discussion Forums **(MO4.3,)** -

Turnitin **(varies)** |
|---|---|---|---|---|---|
| Week 7:

Learners with Attention Deficit Hyperactivity Disorder

(Meets CO1. CO6, and CO7) | MO5.1: Describe the history behind ADHD and minimal brain injury.
MO5.2: Describe the etiology, causes, characteristics, educational/medical considerations, assessment, early intervention and transition requirements for individuals with ADHD
MO5.3: Define the purpose and structure of early intervention for students with ADHD and EBD
MO5.4: List and define Key terms | - Chapter 7 Learners with Attention Deficit Hyperactivity Disorder (Textbook) **(MO5.1-5.4)**

- Chapter 7 Online Lecture notes and PPT **(MO5.1-5.4)**

-Review Study Guide for Midterms- **(MO1.1-5.4)** | - Response Discussion #7 **(MO5.2)**

- Midterm Exam **(MO1.1- 5.4)**
- | - Response Discussion #5 **(MO5.2)** | - Canvas Discussion Forums **(MO5.2)** -

-Canvas Tests **(MO1.1- 5.4)**

--Respondus Software |
| Week 8:

Learners with Emotional or Behavioral Disorders
(Meets CO6 & CO 7) | MO6.1: Describe the etiology, causes, characteristics, educational/medical considerations, assessment, early intervention and transition requirements for individuals with EBD
MO6.2: Define the purpose and structure of early intervention for students with EBD
MO6.3: List and define Key terms
MO6.4: Apply content learned from chapter 1-8. | - Chapter 8 **Learners with Emotional or Behavioral Disorders** (Textbook) **(MO6.1-6.3)**

- Chapter 8 Online Lecture notes and PPT **(MO6.1-6.3)** - | - Response Discussion #8 **(MO6.1)**

==Mental health== Training **(MO 6.1- 6.3)** | - Response Discussion #6 **(MO6.1)**

- Midterm Exam **(MO1.1-6.53)** | - Canvas Discussion Forums **(MO6.1)**

-Turnitin **(varies)** |

Week 9:	MO7.1: Define ASD.	- Chapter 9 **Learners with Autism Spectrum Disorders** (Textbook) **(MO7.1-7.4)**	- Response Discussion #9 **(MO7.3)**	- Response Discussion #9 **(MO7.3)**	- Canvas Discussion Forums **(MO7.3**
Learners with Autism Spectrum Disorders	**MO7.2:** Describe the characteristics of students with ASD.				- Turnitin **(varies)**
	MO7.3: Plan and implement instructional activities for students with ASD.			==Differentiated Lesson Plans **(MO1-9)**==	
(Meets CO1, CO4 & CO6)	**MO7.4:** List accommodations that benefit students with ASD.	- Chapter 9 Online Lecture notes and PPT **(MO7.1-7.4)** -			
Week 10:	**MO8.1: Define Language and Communication Disorders.**	- Chapter 10 **Learners with Communication Disorders** (Textbook) **(MO8.1-8.5)**	- Response Discussion #10 **(MO8.4, & 8.5)**	- Response Discussion #10 **(MO8.4, & 8.5)**	- Canvas Discussion Forums **(MO8.4-8.5)**
Learners with Communication Disorders	**MO8.2:** Describe the characteristics of students with Speech and Language Disorders (SLD)				
	MO8.3: Plan and implement instructional activities for students with SLP	- Chapter 10 Online Lecture notes and PPT **(MO8.1-8.5)** -	- Dyslexia Training Module **(MO8.3- 8.5)**	==- Dyslexia Training== Module **(MO8.1-8.5))**	- Turnitin **(varies)**
(Meets CO1, CO6 & CO7)	**MO8.4:** List accommodations that benefit students with SLP				
	MO8.5: Describe early intervention services, and transition goals.				

| Week 11& 12: Learners with Sensory Impairments (Meets CO1, CO4, CO6 & CO7) | MO9.1: Outline the development of the field of deaf education, define deafness and hearing loss, outline their prevalence, and explain their causes and types. MO9.2: Describe characteristics of individuals who are deaf or hard of hearing, including the impact of hearing loss on language and academic skills, social interaction opportunities, and career attainment. MO9.3: Outline recommended educational practices for students who are deaf or hard of hearing and Identify the educational settings that best suit the students. MO 9.4: Outline the development of the field of visual impairments and blindness, outline their prevalence, and explain their causes and types. MO 9.5: Describe characteristics of individuals who are visual impairments and blindness, including the impact of vision loss on academic skills, social interaction opportunities, and career attainment. MO 9.6: Discuss the perspectives of parents and families of a child who have sensory impairments.. MO 9.7: Identify trends influencing the field sensory impairment education. | - Chapter 11 **Learners Who Are Deaf or Hard of Hearing (MO9.1-9.3)** and 12 **Learners with Blindness or Low Vision (MO9.4-9.7)** (Textbook)

- Chapter 11 and 12 Online Lecture notes and PPT **(MO9.1-9.7)**

- Record your ARD Meeting on Zoom **(MO1.1-10.5)** | - Response Discussion : Deaf and Hard of hearing #11 **(MO9.3)**

Response Discussion : Blind and low vision #12 **(MO9.5)**

Differentiated Lesson plan

- Completed IEP **(MO 1.1-MO 9.7)** | - Response Discussion #11 **(MO9.3)**

-Response Discussion #12 **(MO9.5)**

-Completed IEP **(MO 1.1-MO 9.7)** | - - -Canvas Discussion Forums **(MO9.3 & 9.5)**

- Turnitin **(varies)** |

| Week 13-15: **Learners with Low-Incidence, Multiple, and Severe Disabilities, and Physical Disabilities (Meets CO1, CO4, CO6 & CO7)** | **MO10.1:** Outline the historical development of the field of low incidence disabilities, define the disabilities, their prevalence, and explain their causes and types. **MO10.2:** Describe characteristics of individuals with low incidence disabilities including the impact of their disabilities on functional and academic skills, social interaction opportunities, and career attainment. **MO10.3:** Outline recommended educational practices for students with low incidence and physical disabilities and Identify the educational settings that best suit the students. **MO 10.4:** Discuss the perspectives of parents and families of a child who have these disabilities. **MO 10.5: I**dentify trends influencing the field of low incidence education. | - Chapter 13 **Learners with Low-Incidence, Multiple, and Severe Disabilities**-14 **Learners with Physical Disabilities and Other Health Impairments** (Textbook) **(MO10.1-10.5)**

 - Chapter 13 & 14 Online Lecture notes and PPT **(MO10.1-10.5)** - | Response Discussion : Low Incidence disabilities #13 **(MO10.2)**

 Response Discussion : Physical Disabilitie s and OHI # 14 **(MO10.3)**

 Recorded ARD Meeting **(MO1.1-10.5)** - Final Exam **(MO1.1-10.5)** | Response Discussion #13-14 **(MO10.2-10.3)**

 <mark>Recorded ARD Meeting</mark> **(MO1.1-10.5)**

 - Final Exam **(MO1.1-10.5)** | - Canvas Final Exam **(MO1.1-10.5)**

 - CanvasDiscussion Forums **(MO10.2)**

 - Turnitin **(varies)**

 Zoom Recording |

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students a variety of services that contribute to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services
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 believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:
https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: https://www.pvamu.edu/sa/departments/veteranaffairs/

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: https://www.pvamu.edu/studentengagement/

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

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 learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples:

unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. <u>Plagiarism</u>: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. <u>Collusion</u>: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. <u>Conspiracy</u>: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. <u>Multiple Submission</u>: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct
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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students
The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism (more than 4), whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

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 University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette
When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word 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, copy and paste to the discussion board.

Student Background Narrative (IEP)

This will be a written narrative of your student's background. Include as much detail as possible that would help in understanding the student's disability, home and school life. (50 pts.)

Rubric

Components	Expected grade	Actual grade
Describe student's personal background including a description of parent(s), SES, siblings, condition at birth, accidents…	15	
Describe the student's disability including when, why, and how the student was identified.	10	
Describe the students' areas of strength and weakness. Include results from Reading, Math, Social-emotional, Behavior and transition assessments already administered.	20	
Describe the student's school life. How the student functions in the school setting. Include current student placement (Self-contained, resource, inclusion, separate school)	5	
Total	50	

Written IEP

Prepare a written draft of your IEP. The final document will be uploaded on Blackboard and Tk 20 after your in-class presentation or IEP demonstration. There may be additional revisions suggested by classmates that you may want to include. All the essential components of an IEP should be included in your IEP. (50 pts.)

IEP components	Expectedgrade	Actual grade
Effective date of IEP and student information	5	
Present levels of academic and functional performance (PLOP/PLAAFP)	5	
Goals and objectives (Academic, and behavior/functional goals)	5	
Accommodations for instruction and testing	5	
Least restrictive environment and participation with none disabled peers. . Communication of student progress to parents.	5	
Special education and related services. Include interventions that will be used, how many times a week, how long and by whom…	5	
Presentation of IEP: Conduct an IEP meeting in which you present your IEP draft to an IEP team (ARD Meeting).	15	
Mechanics	5	
Total	50	

Differentiated Lesson Plans

You are to develop a total of four lesson plans, which will consist of one plan for each of the following subjects: Language, Reading, Spelling, Written Expression, and Math.

Lesson Plan Rubric (maximum 100 points)

Student

Each lesson plan is worth 20 points = 80 points; Levels of Questions – 10 points; Modifications – 10 points

Points	Unsatisfactory 0	Minimal 60	Competent 70	Excellent 80	Comments	Points Earned
Lesson Plans **1. Language/ Spelling** **2.Reading** **3. Written Exp** **4. Math**	Some components of the Lesson Design are not addressed	Most components of the Lesson Design are somewhat addressed. A written lesson plan adequate objectives and an outline of the teaching and learning activities that fulfill many of the lesson requirements	All components of the Lesson Design are somewhat addressed. A complete written lesson plan with appropriate objectives and an outline of teaching and learning activities that fulfill all of the lesson requirements	All components of the Lesson Design are clearly addressed. A complete and thorough written lesson plan with clearly-stated and highly appropriate objectives and a detailed outline of teaching and learning activities that fulfill all of the lesson requirements		
Points	**Unsatisfactory** **0**	**Minimal** **5**	**Competent** **8**	**Excellent** **10**	**Comments**	**Points Earned**
Bloom's Taxonomy Levels of Questioning	Does not state any questions from the levels of questioning	States a few questions from some of the levels of questioning	Clearly states 1 question from each of the 6 levels of questioning	Clearly states 2 or more questions from each of the 6 levels of questioning		
Points	**Unsatisfactory** **0**	**Minimal** **5**	**Competent** **8**	**Excellent** **10**	**Comments**	**Points Earned**
Modifications	Did not address how to modify the lesson for students with exceptionalities.	Describes at least 1 way to modify lessons for students with exceptionalities.	Explains at least 2 ways to modify lessons for students with exceptionalities.	Explains at least 3 ways to modify lessons for students with exceptionalities. Analyzes the group effort objectively and responsibly.		

Totals						

Syllabus Contract

In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of the second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **SPED 3300** for the Spring 2024, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations prior to the **final class meeting**.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any **significant** changes.
- Extra credit **will not be given** to improve my grade.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all coursework.
- In accordance with the Syllabus, late assignments are not accepted.
- It is my responsibility to request an appointment with the instructor.
- I will listen to my peer's opinions and respect them, even if they differ from my own.
- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.
- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to inform the instructor.

_____

Signature-Student

_____   _____   _____

Student name   (Please print neatly)   Student ID #   Date

_____

Signature-Instructor

_____   _____

Instructors name   Date

RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO COMPLETE YOUR ENROLLMENT IN THIS COURSE.

RECEIVED WITH STUDENT'S SIGNATURE: _____

ENTERED INTO GRADE BOOK: _____