



PRAIRIE VIEW
A&M UNIVERSITY

SYLLABUS

Methods for Teaching Exceptional Children - 24024 - SPED 4311 -

P01

Spring 2024

General Course Information

Information Item	Information
Instructor:	Dr. Beverly Sande
Section # and CRN:	24024
Office Location:	Rm #317 Delco
Office Phone:	936-261-3638
Email Address:	besande@pvamu.edu
Office Hours:	Monday 10:00 am-2:00 pm Wednesday 10:00 am-2:00 pm
Mode of Instruction:	Face to face, Lecture, field activities
Course Location:	Wilhelmina Delco Bldg 242
Class Days & Times:	M/W 5-7:50
Catalog Description:	SPED 4311: The study of instructional strategies for teaching children and youth with intellectual, behavioral, and/or learning disabilities; organization of special classes; and curriculum adaptations. Includes 15 clock hours of field-based experiences with exceptional learners
Prerequisites:	SPED 3300
Co-requisites:	SPED 4312
Required Text(s):	Boyle, J., & Scanlon, D. (2010). Methods and strategies for teaching students with mild disabilities: A case-based approach. Belmont, CA; Wadsworth. ISBN – 978- 0-618-39689 – 4
Recommended Text(s):	Gibb, G. S., and Dyches, T. T. (2007). Guide to Writing Quality Individualized Education Programs (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0205495451 • ISBN-13: 9780205495450

Required Website Access:

T-CERT <https://pact.tarleton.edu/tcert/>

Special Education Teacher Candidates are REQUIRED to complete the following T-CERT Modules and SUBMIT the Certificate of Completion for each module on dates designated by the instructor.

- 1) Special Education EC-12
- 2) Generalist EC-6
- 3) Math 4-8

The Iris Center at Vanderbilt University. www.iris.peabody.vanderbilt.edu. At this website you will be able to access

specific activities designed to correlate to the text chapters. You will be required to work in groups, or pairs, to complete the following STAR LEGACY MODULES:

- *PALS: K-1, 2-6, and High School*
- *RTI (Response to Intervention): Parts 1, 2, 3, and 4*
- *RTI - Mathematics*
- *Providing Instructional Supports: Facilitating Mastery of New Skills*

Classroom Assessment Part 2: Evaluating Reading Progress: Preparation Manual- Field Test 161, Special Education EC-12 available for download at

<https://study.com/academy/course/texas-special-education-ec-12-161-study-guide-practice.html>

<https://study.com/academy/course/texas-special-education-supplemental-practice-study-guide.html>

XAM ONLINE TExES Special Education EC-12 Study Guide ISBN: 9781607871101

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.

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)

<http://www.tash.org>

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

ADA Homepage

<http://www.usdoj.gov/crt/ada/adahom.html>

Children and Adults with Attention Deficit Disorder (CHADD)

<http://www.chadd.org>

ERIC Clearinghouse on Disabilities and Gifted Education Council for Exceptional Children

<http://www.cec.sped.org/er-menu.htm>

National Information Center for Children and Youth with Handicaps (NICHCY)

<http://www.aed.org/nichcy>

Department of Education (DOE)

<http://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)

<http://www.cec.sped.org>

Special Education Resources from the Curry School of Education at the University of Virginia

<http://teach.virginia.edu/go/cise/ose/home.html>

Williams Syndrome Association (WSA)

<http://www.williams-syndrome.org>

Companion Website

<http://www.abacon.smith>

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

Course Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome #Alignment	Core Curriculum Objective Alignment
1	Demonstrate how to plan and teach students with learning disabilities, including developing an IEP; strategies for teaching students with behavior problems.	SLO 1, 2, 3	SLO 1, 2, 4, 5
2	Describe approaches to learning and teaching, including: applied behavior analysis, cognitive strategy instruction, sociocultural theory, and schema theory.	SLO 1, 2, 3	SLO 1, 2, 4, 5
3	Demonstrate how to implement Response to Intervention, the components of RTI, universal screening to make educational decisions, and the role of teachers, including collaborating and consulting, using RTI data, providing interventions, and providing interventions.	SLO 1, 2, 3	SLO 1, 2, 4, 5
4	Articulate the function and process of co-teaching and collaborating as relates to professionals and families.	SLO 1-5	SLO 1, 2, 4, 5
6	<p>Instructional Practices: Develop a lesson plan that demonstrates the</p> <ul style="list-style-type: none"> a. assessing and teaching of reading, including phonological awareness, oral language, phonics, and word recognition. b. assessing and teaching of reading fluency and comprehension skills. c. assessing and teaching of writing and spelling. d. assessing and teaching of content area learning and vocabulary instruction. e. assessing and teaching mathematics. 	SLO 1-5	SLO 1, 2, 4, 5

Student Learning Outcome:

SLO 1: Proficient in the use of oral, verbal, and written expressions

SLO 2: Apply critical thinking skills to daily assignments in the field of their profession.

SLO 3: Cognizant of diverse cultures as evident in teaching and learning within their fields of concentration. SLO 4: Categorize and regularly utilize appropriate technology concepts in P-12 environments

SLO 5: Recognize and use differentiated instructional strategies to meet the needs of students in a P-12 environment.

Core Curriculum:

SLO 1: Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; SLO 2: Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication; SLO 3: Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions; SLO 4: Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; SLO 5: Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making; and SLO 6: Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

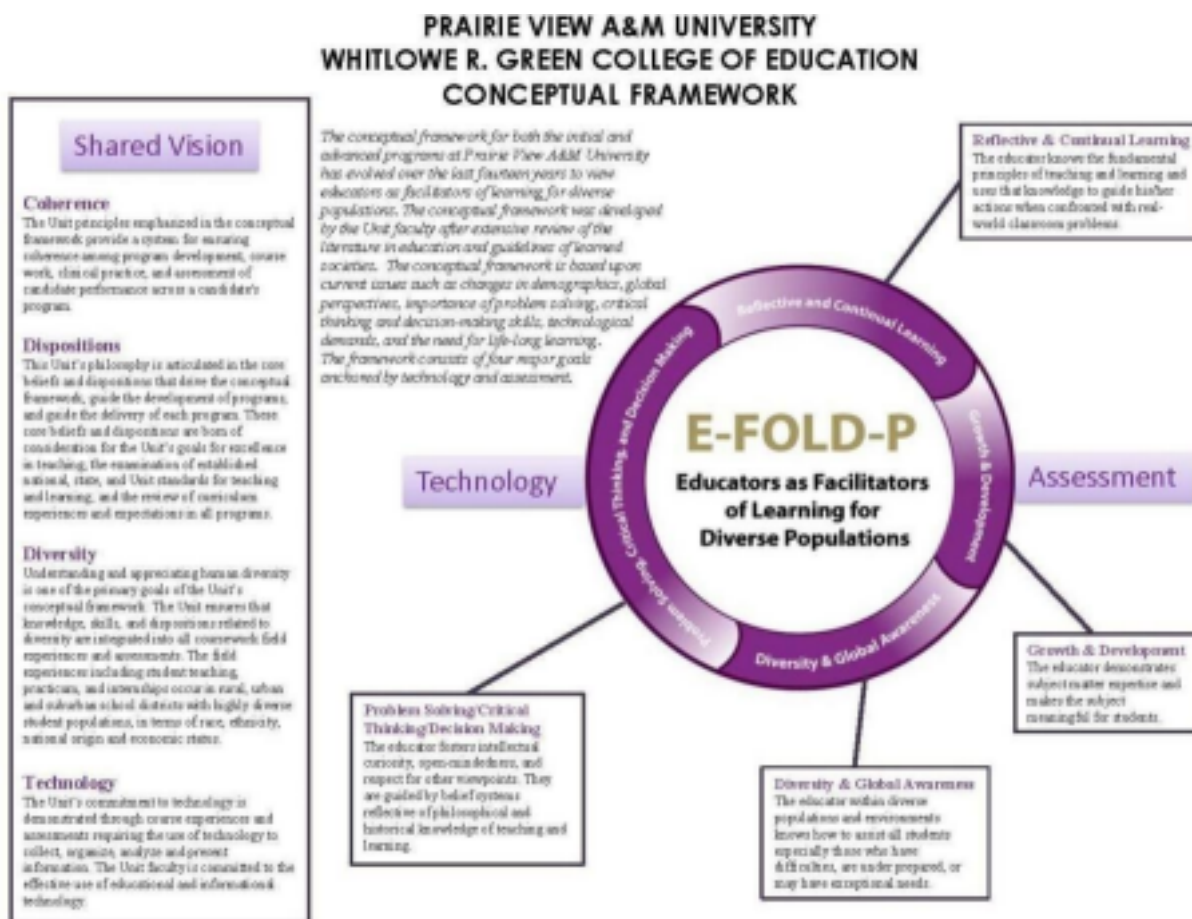
Alignment of CEC Standard, State Standard, and Program Courses

CEC Standards	State Standards	Program Courses
1. Foundations	Standards 1,2 & 3 Domain IV Competency 010, 011 & 012	SPED 3300, and SPED 4303
2. Development and Characteristics of Learners	Standard 4 Domain I Competency 001	SPED 3300
3. Individual Learning Difference	Standard 4 Domain I Competency 001	SPED 3300 and SPED 4301
4. Instructional Strategies	Standards 6, 7, 9, 10, 11 and 12 Domain II, III Competency 003, 004, 006, 007, 008, & 009	SPED 4311, 4312, 4343 & CUIIN 4003
5. Learning Environments and Social Interactions	Standards 6, 7 & 10 Domain II Competency 003, 004 & 007	CUIIN 3300, 3301, 4003, 4301, & 4311 SPED 3300, & 4311
6. Language	Standard 4, 8, & 11 Domain I, II, & III Competency 001, 005, & 008	SPED 4301 and 4311
7. Instructional Planning	Standards 5, 6, 8, 10 & 11 Domain I, II & III Competency 003, 006 & 007	CUIIN 3300, 4310 & 4311 SPED 4023, 4303, & 4311
8. Assessment	Standard 5 Domain I Competency 002	CUIIN 4310 SPED 4003, 4023, 4311

9. Professional and Ethical Practice	Standard II Domain IV Competency 011	SPED 3300, 4312, & 4343
10. Collaboration	Standard 3 Domain IV Competency 012	SPED 4303, & 4343

Curricula are structured to promote and enhance the development of the Educators as Facilitator of Learning for Diverse Populations (E-FOLD-P). SPED 4311, 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.



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 a 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

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.

TOPICAL OUTLINE

A course agenda is included at the end of the syllabus.

1. Foundations of Teaching Students with Mild Disabilities
 - Providing Special Education to Students with Mild Disabilities
 - Planning, Teaching, and Monitoring Instruction
 - Learning Theories: Past and Present
2. Teaching Methods for Specific Content Areas
 - Oral Language: Strategies and Techniques
 - Early Reading: Strategies and Techniques
 - Later Reading: Strategies and Techniques

- Written Language: Strategies and Techniques
- Math: Strategies and Techniques
- Teaching in the Content Areas: Strategies and Techniques
- Organization and Student Skills: Strategies and Techniques

3. Comprehensive Special Education Practices

- Technology and Teaching
- Transitions
- Collaboration and CO-Teaching to Enhance Instruction
- Working with Families

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement [Name each major requirement]		Value	Total
1)	Differentiated Instruction: Four Lesson Plans	400 points (4 @ 100)	400
2)	Field Experience Activities:	160 (8 @ 30)	240
3)	Teaching Strategies Portfolio	200	200
4)	Attendance and Participation		100
5)			
Total:			940

Grading Criteria and Conversion:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Assignment Title or Grade Requirement	Description
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.
Field Experience Activities	You will have field based activities for this class. There are 8 activities in total. Signatures will be required for each of these activities:

Teaching Strategies Portfolio	You will develop a portfolio pertaining to effective teaching strategies that can be utilized for working with students with learning problems. This notebook/portfolio will be 25% of the student's total grade. YOU are also to create a rubric, which will be utilized to evaluate your product.

Course Procedures or Additional Instructor Policies

All assignments must be up-loaded into the electronic systems (e.g., e-course/ canvas) before a grade can be awarded.

Assignments **posted later than three (3) days will not be accepted.** Please plan accordingly.

TENTATIVE SCHEDULE

Date	Class topics and readings	Task(s)/Assignments
Week 1	<p>Introduction Martin Luther King Day- No meeting on Monday Overview of course and syllabus Discuss Field Work Requirement and Due Dates</p> <p>Chapter 1 – Providing Special Education to Students with Mild Disabilities Chapter 2 – Planning, Teaching, and Monitoring Instruction</p> <p>Activity: Lesson Planning: In pairs design a short lesson plan for teaching fraction. Use the instructional strategies learned to plan your lesson.</p> <p>Chapter 2 – Planning, Teaching, and Monitoring Instruction a. Stages of SPED process b. Scientifically based practices c. IDEA requirements of an IEP- Slide 7-8 d. Lesson Planning e. Best practices- Slide 11</p>	<p>Submit Syllabus Acknowledgement Statement And Plagiarism Pages</p> <p>Fieldwork Activity 1: Identify a school/school district, Have all necessary documents available for fieldwork. Write the demographics of your school: Name Address Student Population Teacher population Grade levels</p> <p>Fieldwork Activity 2: Draw the layout of a classroom you visited. Submit that classroom layout along with your Activity #1 Assignment.</p>

<p>Week 2</p>	<p>Chapter 3 – Learning Theories: Past and Present</p> <p>Role play: In pairs use action (acting) to describe your specific learning theory. Also come up with a graphic organizer or model to summarize the theory.</p> <p>Activity: Design a short lesson plan for teaching fractions to a third grade classroom.</p> <p>B. Use the instructional strategies learned to plan your lesson What is a Theory/Learning Theory?</p> <p>C. Read Case 3.1</p> <p>D. Theories of Learning influential to education:</p> <ol style="list-style-type: none"> 1. Behavioral Theory: Instructor Directed. Cognitive Behavior Modification: - 3. Cognitive Theories <ol style="list-style-type: none"> a. Information Processing, Schema Theory, and Metacognition: Social Learning Theory, and Perceptual Theory: 4. Constructivist Theory: <p>Chapter 4 – Oral Language: Strategies and Techniques</p>	<p>Teaching Portfolio #1 Design an ideal floor plan for your classroom and develop a systematic activity rotation schedule. (Your floor plan, a design of the 6 different instructional arrangements, and an activity rotation schedule will be included in your Teaching Strategies Portfolio)</p> <p>Due: Jan 29</p> <p>Fieldwork Activity 3: Observe a preschool classroom or Day care facility. Describe how students are taught in this classroom. How different is instruction here compared to that of the secondary grades?</p>
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	<p>We will discuss the requirements and format for the Differentiated Lesson Plan</p> <p>Class demonstrations: In groups design an instructional strategy that incorporates any one of the learning theories already covered in class.</p>	
<p>Week 3</p>	<p>Chapter 5 – Early Reading: Strategies and Techniques</p> <p>Select a reading stage. Identify 3-5 strategies you would use to teach students in this stage of reading. Share your findings with the class.</p> <p>Chapter 6 – Later Reading: Strategies and Techniques</p> <p>Select a reading skill to teach (vocabulary, fluency, comprehension), then select two strategies you would use to teach the skill. Prepare a presentation of how to teach those to skills to students grades 5-8)</p>	<p>Fieldwork Activity 4: Observe a special education life skills classroom. Describe how students are taught in this classroom. Identify whether the instructional strategies used are research-based strategies.</p> <p>Lesson Plan: Develop an activity that you can use to assess and teach an Early or Later Reading skills to your students. (Include this assessment, lesson plan and activity in your Teaching Strategies Portfolio)</p>

<p>Week 4</p>	<p>Chapter 7 – Written Language: Strategies and Techniques</p> <p>Watch videos in which students are taught oral and written language. Share with the class some of the strategies used that are familiar to you.</p> <p>Chapters 9 – Teaching in the Content Areas: Strategies and Techniques</p> <p>In small groups or pairs, design a remedial lesson. Be prepared to share how this lesson will be different from a lesson covered in a regular classroom.</p>	<p>Fieldwork Activity 5: Observe a general education classroom that has students with disabilities. Can you identify the students with disabilities?</p> <p>Lesson Plan: Develop an activity that you can use to assess and teach a Language skill to your students. (Include this assessment, lesson plan and activity in your Teaching Strategies Portfolio).</p>
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<p>Week 5</p>	<p>Chapter 10- Organization and Study Skills: Strategies and Techniques</p> <p>Using chart paper, write methods that can be used to teach test taking skills. Be prepared to share with peers.</p> <p>Chapter 11 – Technology and Teaching</p> <p>Chapter 12 - Transitions</p> <p>Watch a video that describes the use of assistive technology in the classroom. Describe what you need to do/know in order to assist a student in your classroom who uses this device.</p>	<p>Fieldwork Activity 6: When you walk around the school, what technology are you able to see? Watch the video below and describe the advantages and disadvantages of technology use in schools. Do you agree or disagree with some of the sentiments?</p> <p>Fieldwork Activity 7: Watch this video on transition services for students with low incidence disabilities. Highlight five reasons why transition services are essential. Can you identify how teachers collaborate with any outside agency. What skills are students taught?</p> <p>Portfolio check # 1 for Ch. 1-4 Due: via assignment link</p>
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Week 6	Chapter 14 – Working with Families	Fieldwork Activity 8: Discuss some of the ways the parent advocates for his/her child. Ask about their expectation of teachers working with their child.
Week 7	Chapter 8 – Math: Strategies and Techniques Using Math manipulative, design an interactive activity in which student learn a specific math skill. Chapter 13- Collaboration and Co-Teaching to Enhance Instruction	Lesson Plan: Develop an activity that you can use to assess and teach Written Expression/Spelling to your students. (Include this assessment, lesson plan and activity in your

	<i>Student demos of Co-Teaching Strategies. In pairs each student will demonstrate/describe a specific type of co-teaching and design a mode/illustration that represents that strategy.</i>	Teaching Strategies Portfolio). Lesson Plan: Math Strategies and Techniques: Develop an activity that you can use to assess and teach a Math skill to your students. (Include this assessment, lesson plan and activity in your Teaching Strategies Portfolio)
Week 8	Individual Lesson Plan presentations.	Differentiated Lesson Plan and Assessment activity

	Fieldwork forms due March 6, 2024	Teaching Strategies Portfolio Due
MARCH 15 SPRING BREAK		

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. **Plagiarism:** 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. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** 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.

Assignment Descriptions and Rubrics

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 point = 80 points; Levels of Questions – 10 points; Modifications – 10 points

Points	Unsatisfactory 0	Minimal 60	Competent 70	Excellent 80	Comments	Points Earned
Lesson Plans Language Reading Spelling Written Exp 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 lesson for students with exceptionalities.	Explains at least 2 ways to modify lesson for students with exceptionalities.	Explains at least 3 ways to modify lesson for students with exceptionalities. Analyzes the group effort objectively and responsibly.		
Totals						

Fieldwork:

Field Experience

You will have field based activities for this class. There are 8 activities in total. Signatures will be required for each of these activities:

10 points					
Content					
	1 No Evidence 0.00%	2 Nominal Evidence 69.00%	3 Unacceptable Evidence 74.00%	4 Acceptable Evidence 87%	5 Target Evidence 100%
Reflections	No submission.	Reflection does not relate to the assignment.	Reflection does not reflect upon opportunities to grow professionally in an acceptable manner.	Adequate reflection on topic using professional knowledge and practice through reading professional literature	Thorough reflection on topic using professional knowledge and practice through reading professional literature
5 points Organization and Effectiveness					
20.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)	No submission.	Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used.	Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct and varied sentence structure and audience appropriate language are employed.	Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech.	Writer is clearly in command of standard, written, academic English.
5 points Format					

Paper Format(use of appropriate style for the major and assignment)	Template is not used appropriately or documentation format is rarely followed correctly.	Appropriate template is used, but some elements are missing or mistaken. A lack of control with formatting is apparent.	Appropriate template is used. Formatting is correct, although some minor errors may be present.	Appropriate template is fully used. There are virtually no errors in formatting style.	All format elements are correct.
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20 points Total Weightage

Teaching Strategies Portfolio

You will develop a portfolio pertaining to effective teaching strategies that can be utilized for working with students with learning problems. This notebook/portfolio will be 25% of the student’s total grade. **YOU** are also to create a rubric, which will be utilized to evaluate your product.

Your Portfolio will include:

- Activity #1 (ideal floor plan, 6 different instructional arrangements, rotation schedule and what type of signal you will use to signal the students to transition from one activity to another) • Assessment for Language, Reading, Spelling/Written Expression & Math
- Differentiated Lesson Plans for Language, Reading, Spelling/Written Expression & Math • Information about various organizations (federal, state, and local) that assist individuals with disabilities.

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:**