



PRAIRIE VIEW
A&M UNIVERSITY

SYLLABUS

Whitlowe R. Green College of Education

SPED 5322 - Diverse Learners in Inclusive Settings

Spring 2024

Note: This course syllabus is a general plan; revisions may be made at the discretion of professor.

Instructor:	ANGELA R. DICKSON, Ph.D.
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Office Hours:	By Appointment Only
Course Location:	ZOOM link available in eCourses
Class Days & Times:	Wednesdays, 5 pm to 7:50 pm
Course Dates:	19 Mar – 7 May
Catalog Description:	SPED 5322 Diverse Learners in Inclusive Settings. Credit 3 semester hours. This course is designed to provide the learner with an overview of various tests, learning characteristics and etiology of the exceptional individual.
Prerequisites:	A baccalaureate degree from an institution accredited by a regional accrediting agency equivalent to the Southern Association of Colleges and Schools (SACS), and acceptance into or permission from the Graduate School of Prairie View A&M University.
Co-requisites:	None
Required Texts:	Beirne-Smith, M., Ittenbach, R., & Patton, J (2006). <i>Mental retardation</i> (7 th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (ISBN 0-13-118189-0) Delpit, Lisa (2006). <i>Other People's Children</i> , New York, NY: The New York Press. (ISBN: 978-1-59558-074-0)

Additional Resource:

Murdick, N.L., Gartin, B.C. & Crabtree, T. (2007). *Special Education Law*, 2nd ed. New Jersey: Upper Saddle River. (ISBN 0-13-117571-8)

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

American Psychological Association (2001). Publication manual of the American Psychological Association (6th ed.) Washington, D.C.: Author.

Course Goals/Correlation to:

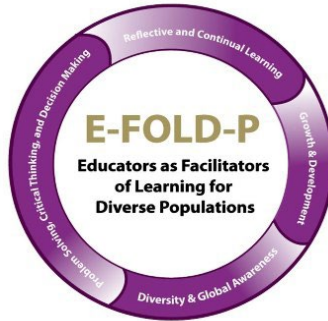
- Conceptual Framework
- Content Area and Pedagogy Standards for Texas Educators/TEXES Content and Pedagogy Responsibilities Examinations
- NCATE
- To prepare beginning educators to function as problem-solvers, critical thinkers, and decision makers who are able to communicate these cognitive skills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

Course Objectives:

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

- Effective “Best Practices” in classroom management and organization correlated to the Special Education Standards for Teachers and the TExES Test Framework.
- Principles of IDEA to help guide the implementation of a continuum of services for students with disabilities.
- Behavioral management systems and how to develop effective classroom learning environments for students with disabilities.
- Appropriate and effective instructional methods and practices relative to planning for the first days of school including how to set classroom expectations, rewards, and consequences.
- Strategies for managing problem behaviors.

Conceptual Framework



The PVAMU Conceptual Framework Model - Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)- supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and the implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- Problem solvers, critical thinkers, and decision makers;
- Reflective and continual learners who utilize effective teaching practices;
- Facilitators of student growth and development, by precept and example;
- Educators with understanding and appreciation of human diversity and global awareness.

Related TExES Standards:

Special Educator (SE) standards and Council for Exceptional Children (CEC) Standards:
DOMAIN I—UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001 (SE 001) (CEC 002) Development and Characteristics of Learners
The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 007 (SE 007) (CEC 007) Instructional Planning
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

DOMAIN IV—FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 010 (SE 010) (CEC 001) Foundations
The special education teacher understands the philosophical, historical, and legal foundations of special education.

Competency 011 (SE 011) (CEC 009) Professional and Ethical Practice
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012 (SE 012) (CEC 010) Professional and Ethical Practice
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Student Learning Outcomes

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Understand and articulate in written form the College of Education's E-FOLD-P philosophy in relation to issues of importance in Educational Psychology	PLO1 and PLO2	Critical Thinking, Communication
2	Understand and articulate in written form how the values of the major philosophies influencing American education, perennialism, essentialism, progressivism, and reconstructionism have contributed to curriculum development.	PLO1 and PLO2	Critical Thinking, Communication, Empirical
3	Understand and articulate in written form how the social forces, theories of human development, learning, and knowledge are underlying goals of curricula.	PLO1 and PLO2	Critical Thinking, Communication, Empirical
4	Examine and articulate the social forces, theories of human development, learning, and knowledge that are underlying goals of curricula.	PLO1 and PLO2	Critical Thinking, Communication, Empirical
5	Examine and understand important research studies on the effectiveness of and best practices for instructional materials for various learners.	PLO1 and PLO2	Critical Thinking, Communication, Empirical

Professional Learning Outcomes (PLO's) - Master's Degree, Curriculum and Instruction

Below are short descriptions of the related Professional Learning Outcomes (PLO's) for this course:

PLO1- Written Communication- The student must demonstrate sophisticated language use; strong organization of written content; consistent adherence to required system of documentation of outside information; clear expertise in stylistic choices, mechanics and usage.

Oral Communication- The student must demonstrate excellent oral delivery skills (posture, gesture, eye contact, vocal expressions) with appropriate, imaginative language; and appropriate documentation of facts/references to establish credibility.

PLO2- Differentiate instruction in order to address diverse learner needs, e.g. dyslexia, learning disabilities, Attention Deficit Hyperactive Disorders (ADHD), and English Language Learners (ELLs), etc. The student must create instructional plans that include extensive, appropriate and allowable modifications for above and below grade-level learners in reading, math and other content areas, including ELL and special needs students.

Method of Determining Final Course Grade

The final grade resulting from the sum of the above components will be converted into letter grades according to the following scale (see grading system, PVAMU's graduate catalog):

Grading Criteria and Conversion:

A = 95-100 points B = 89-94 points C = 83-88 points

WRITTEN ASSIGNMENT SPECIFICATIONS:

ASSIGNMENT	POINTS	OTHER SPECIFICATIONS
Attendance & Participation	15	Attendance will be taken for every class session. Two points given per class. Active participation along with regular attendance will receive points.
Article Review	10	Students at the graduate level are to become familiar with research methods and current issues in the field. Provide a review of an article from a professional journal not older than ten (10) years. Topic areas are: Academic Self Efficacy among students or Response to Intervention (RTI). No more than three (3) typed double spaced pages using APA (6 th edition) reference. Upload to eCourses.
Diverse Learner	20	Write a three (3) page overview listing various tests, learning characteristics and etiology of the exceptional individual in an inclusive setting. Upload to eCourses.
Abstract Paper	25	Scenario: Because of your knowledge of Intellectual Disabilities (ID), you have been hired by School District (<i>give a name</i>) to help address an issue of over-identification and incorrect identification of students into special education in the category of ID. Your research at the school district, after interviewing teachers, parents, administrators and community leaders revealed a mismatch between the culture of the home and the culture of the school. There are social/political implications associated with these findings that ultimately have impacted education for students in this school. As the hired consultant, produce an abstract of not more than 200 words of your strategy for a presentation to this school community. Upload to eCourses.
Presentation	30	Presentation of findings from your abstract assignment. The presentation includes: the issues surrounding over-identification in the research literature and strategies for teaching a diverse learning population. Upload to eCourses.
	TOTAL =	100

SEMESTER CALENDAR (class discussions are via ZOOM)

Week	DATE	ASSIGNMENTS
1	20 March	Introductions, Review Syllabus and Course Requirements DISCUSSION: Historical Perspectives & Definitions/Terminology
2	25 & 27 March	DISCUSSION: Assessment of Individuals with Intellectual Disabilities & Individual Rights and Legal Issues
3	1 & 3 April	DISCUSSION: Psychosocial Aspects of Mental Retardation & Etiology / Preventive Efforts DUE - Article Review
4	8 & 10 April	DISCUSSION: Family Considerations & Characteristics of Individuals w/Mild Mental Retardation DUE - Diverse Learner
5	15 & 17 April	DISCUSSION: Characteristics of Individuals with Severe Mental Retardation & Infancy and Early Childhood DUE - Abstract Paper
6	22 & 24 April	DISCUSSION: School and Adult Years DUE - Presentation
7	26 Apr	<i>26 Apr Last Class / 30 Apr – 7 May Finals Week</i>
8	8 May	SEMESTER ENDS

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

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. 323. Phone: 936-261-3563

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

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

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

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

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

Sexual Misconduct (See Student Handbook):

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

Title IX Statement

Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated 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 Undergraduate 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 7; Mac with OS X; 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 bits
- Sound card w/speakers

- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

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

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

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 discussions boards. Foul or abusive language will not be tolerated.

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 Office of Distance Learning at 936-261-3283

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 take place in a seminar fashion. This will be accomplished using the discussion board. The exact use of discussion will be determined by the instructor.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

Self-monitoring - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

Syllabus Contract

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 course work, **even if I do not attend class**.
 - In accordance with the Syllabus, late assignments are not accepted.
 - It is my responsibility to request an appointment with the instructor **after** consulting with my class Support Team if I am having difficulty with this course.
 - I will listen to my peers' 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 **first** check with my Support Team, then, if necessary, inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.
 - I understand that a consequence of non-compliance with class policies and procedures may result in a reduction of or a failing grade for this course.
-