ASU College of Education
Teacher Education Department

SPED 3364: Educating Students with High-incidence Disabilities in an Inclusive Setting
Course Syllabus – Fall 2018

Professor: Dr. Carlos A. Flores, Jr.
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Office: Carr-EFA #125

Office Hours:
Monday and Wednesday: 10 AM – 12:00 PM & 1:00 PM – 2:00 PM
Tuesday and Thursday: 11:00 AM – 12:00 PM & 1:00 PM – 3:00 PM
Friday: By appointment only

Day, Time & Location of Course
Hybrid – Although we will be meeting face-to-face, there will be field experience hours for this course to be completed at Glenn Middle School and Central High School. See the attendance section below for more information on this requirement. We will meet on M/W from 2:00 – 3:15 in CARR 124.

Course Description
A study of special problems related to the education of students with learning differences. Designed to provide a working knowledge of instructional approaches and behavioral strategies. In addition, there are ten (10) field experience hours required for this course that must be completed. Prerequisites: C or better in SPED 2361. Credit Hours: 3.0

Course Goals:
The goals of this course are to have the students:
1. Gain factual knowledge about exceptionalities (terminology, classifications, etc.).
2. Learn fundamental principles about learning differences.
3. Learn to apply the instructional course materials.
Course Objectives:
As a result of this course, the pre-service teacher candidates will be able to:
1. Explain the differing ways of learning of individuals with exceptional needs including those from culturally diverse backgrounds.
2. Identify the strategies to address the learning needs of individuals with exceptional needs.
3. Develop a Lesson plan addressing the learning needs of individuals with exceptional needs.
4. Describe appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary method of communication is not the dominant language.

Group interactions in the public schools; Online; Blackboard/electronic communication

Materials Needed
Textbooks:


Other Materials/Resources:
All students registered for this course must have a current and active Taskstream account. Taskstream accounts can be purchased from www.taskstream.com If you already have an account from any other course, you will simply use that account and self enroll in this course in Taskstream.

All students registered for this course must have access to a working computer with internet access and a working printer. The computer must also have a working webcam. All computer generated and submitted assignments must be done in Microsoft Word not Works, or any other document producing program. All assignments are to be submitted as “.doc” or “.docx.” Failure to do so will result in a zero for that assignment.

All students registered for this course must have access to ASU’s Blackboard site and have a working ASU email address.
Requirements
Students are expected to complete all assignments in order to successfully complete the course. Students are expected to check Blackboard and ASU email on a regular basis each week, daily is recommended. Students are expected to complete reading assignments and activities each week, and take tests/exams as scheduled. Students are also expected to complete the field experience assignments as designated in Blackboard. Students must access Blackboard for electronic posting of the syllabus, assignments, announcements, grading information, etc. Students are also expected to post assignments to Taskstream as required. Contact the ASU Help Desk at 325-942-2911 to learn about Blackboard and accessing it. Do this before the second day of class.

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:
- use email and Blackboard with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use the Discussion Board feature of Blackboard
- use and create hyperlinks

OUTCOMES
Angelo State University Undergraduate Learning Goals
http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf

InTASC Standards web link:

TExES Standards/Competencies (also posted on Blackboard)
SBEC web site link:
http://texas.ets.org/texas/prepmaterials/texas-preparation-manuals/

TExES EC-12 PPR testing link:
http://texas.ets.org

OUTCOMES (SACS/SLO; NCATE Standards; TExES)

<table>
<thead>
<tr>
<th>ASU Undergraduate Learning Goals</th>
<th>Lesson Plan</th>
<th>On-Line/Field Activities</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liberal knowledge and skills of inquiry, Critical thinking, and synthesis</td>
<td>X</td>
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<tr>
<td>2. Core Skills</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>3. Specialized Knowledge</td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
4. Social Responsibility
5. Cultural Identity

**TEExES Competencies**

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<thead>
<tr>
<th>Competency</th>
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<tbody>
<tr>
<td>Competency 1</td>
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<td>Competency 2</td>
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<td>Competency 3</td>
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<td>Competency 4</td>
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<td>Competency 7</td>
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<td>Competency 8</td>
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<td>Competency 12</td>
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<tr>
<td>Competency 13</td>
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**InTASC Standards**

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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>Standard 1(b, e, &amp; f) – Learner Development</td>
<td>X</td>
</tr>
<tr>
<td>Standard 2 – (a, c, g, h, &amp; m) – Learning Differences</td>
<td>X</td>
</tr>
<tr>
<td>Standard 3 (i &amp; r) – Learning Environments</td>
<td>X</td>
</tr>
<tr>
<td>Standard 4 (n &amp; r) – Content Knowledge</td>
<td>X</td>
</tr>
<tr>
<td>Standard 5 (r) – Application of Content</td>
<td>X</td>
</tr>
<tr>
<td>Standard 6 (p, r, &amp; u) Assessment</td>
<td>X</td>
</tr>
<tr>
<td>Standard 7 (a, b, j, k, &amp; n) – Planning for Instruction</td>
<td>X</td>
</tr>
<tr>
<td>Standard 8 (a, h, l, &amp; p) – Instructional Strategies</td>
<td>X</td>
</tr>
<tr>
<td>Standard 9 (j &amp; o) – Professional Learning and Ethical Practice</td>
<td>X</td>
</tr>
<tr>
<td>Standard 10 (n) – Leadership and Collaboration</td>
<td>X</td>
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</tbody>
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**Assignments**

See Blackboard for assignment information. The major assignment for this course is a lesson plan development and an observation reflection. You will be required to develop a lesson plan using the TEKS and plan it for several students in a classroom with exceptional needs. You will be working with a teacher at the cooperating school and submit the completed lesson plan via Taskstream. There will also be weekly reflections as a result of your work at the cooperating school in addition to the mid-term exam and final exam. The cooperating teachers may submit evaluations on your performance at their school. There will also be some short activities, a group project, and discussion board assignments found on Blackboard for this course that you will need to complete as the semester progresses. Please note that there may be some additions or
deletions dependent upon weather and semester conditions.

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

**Plagiarism**
Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment and this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

**ASU OP10.04 Academic Regulations Concerning Student Performance**
http://www.angelo.edu/opmanual/#s10

**Course Evaluation and Grading**
During this course, you will be responsible for much of your own learning and for scheduling the necessary time to complete the requirements of the course. It is recommended that you follow the timeline for completing assignments. No late work will be accepted. You may turn in any assignment early, but ALL coursework must be completed and turned in by the due dates at 11:59 PM. There will be no extensions given. The due dates are listed on the Blackboard site for this course. Grades will be based on a total point system for points earned for the activities described above. If assignments are changed during the semester, the point total will be adjusted to reflect the change. The activities carry the following point values:

Tests/Major Projects: 30%
Field Experience: 30%
Application Papers/Discussion Boards: 20%
Quizzes: 20%

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% – 59%

(Activity and points subject to change)
**Attendance Policy**
Candidates are to adhere to ASU policy OP 10.04 and Unit policy.  
http://www.angelo.edu/opmanual/#s10

**ATTENDANCE:**
During the time we meet in the classroom, you are allowed two absences. You are also allowed two tardies before they become an absence. A tardy is when you are more than 5 minutes late to class. However, it is important to note that attendance at ALL 10 hours of field experience assignments is mandatory. Failure to attend ALL of the field experience assignments will result in failure of the course. That means if you miss even one field experience assignment without making it up, you will fail the course. If there is an issue with attending the assignment, you MUST contact me.

**ASU OP 10.19 Student Absence for Observance of Religious Holy Day**
http://www.angelo.edu/opmanual/#s10

**Class Schedule**
(Tentative, may be adjusted by professor as needed)

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intro to Course and Syllabus, Understanding the Basics</td>
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<tr>
<td>2.</td>
<td>Co-teaching Models</td>
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<tr>
<td>3.</td>
<td>Establishing and Maintaining Co-teach Relationships - Group Project Introduction</td>
</tr>
<tr>
<td>4.</td>
<td>Planning Lessons – Strategy Template 1</td>
</tr>
<tr>
<td>5.</td>
<td>Developing Curriculum and Assessment – Strategy Templates 2 &amp; 3 – Begin Field Experience Assignments</td>
</tr>
<tr>
<td>8.</td>
<td>Strategy Templates 8 &amp; 9</td>
</tr>
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**October 24, 2018 Mid-Term Exam (Lesson Plan)**
**ONE DAY ONLY**
9. Strategy Templates 10 & 11

10. Strategy Templates 12 & 13 – Field Reflections

11. Role of the Administrator – Strategy Template 14

12. Keeping your co-teacher - Article Summary

13. Roles of the Paraprofessional - Group Project due

14. Teacher and Parent Issues – Meet back at ASU

15. Observation Summary Prep work

16. Observation Summary due (see Bb dates)

December 10, 2018  Final Project Due
(3:30 – 5:30 in CARR 124)

ASU OP 10.15 Providing Accommodations for Students with Disabilities

http://www.angelo.edu/opmanual/#s10

Persons seeking accommodations must contact the Student Life Office, Room 112, University Center, 325-942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Other Items
Web Sites
http://blackboard.angel.edu/ Blackboard access at Angelo State University
www.tea.state.tx.us Texas Education Agency
www.sbec.state.tx.us State Board for Educator Certification (Texas)
www.apa.org American Psychological Association
http://texes.ets.org/assessts/pdf/testprep_manuals/ TExES preparation manuals and lists of competencies for state testing
http://lesson.taskstream.com/lessonbuilder/ For those with Taskstream accounts this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a Taskstream account.

Course Communication: It is my goal for you to be successful in this class. Please communicate with me if you have personal
questions or concerns via email or call during my office hours. Periodically throughout the semester, I may also solicit your feedback at the end of each module. If you need to contact me at times other than my posted office hours, you should email and we can schedule a time to meet and a preferred mode of communication. In most cases, I will answer or respond to your email and voice mail questions within 48 hours but don’t expect a response to answer questions over the weekend or official university holidays.