College of Education – Teacher Education Department
SPED 4363: Learning Disorders
Course Syllabus – Spring 2019

Instructor: Dr. Carlos A. Flores, Jr.   **Phone: (325)486-6956**
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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 –2:00 PM
Friday: By appointment only

DAY, TIME, AND LOCATION: Tuesday and Thursday, 9:30 a.m. – 10:45 a.m., CARR, Classroom 124. (Class begins on Tuesday, August 27, 2019) Students will attend classes at ASU every Tuesday and Thursday until beginning the Field Experience.

Students will be at the assigned schools (Reagan Elementary, Sam Jacinto, Lincoln and/or Central High School) every Tuesday and Thursday beginning Tuesday, September 24, through Thursday, November 21, 8:30 a.m. - 10:30 a.m. Students are to return to ASU, CARR 124, on Tuesday, November 19, 8:00 am.

COURSE DESCRIPTION: A study of practices of working with students with learning differences. A field component is required. Prerequisites: SPED 2361, SPED 3360, SPED 3364, SPED 3365.

METHOD OF INSTRUCTION: Web blended, lecture, oral reports by students, discussions, field experience and TExES study sessions.

TEXTBOOKS:
American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
Allington, R. (2012). *What really matters to struggling readers: Designing research-based programs.* Boston, MA: Pearson **(DO NOT BUY THIS BOOK. I WILL PROVIDE IT IN CLASS FOR YOU)**

Recommended Book (not required)
Martin, C. & Hauth, C., (2015). *The survival guide for new special education teachers* (2nd ed). Arlington, VA.: Council for Exceptional Children.

TExES Special Education EC-12 (161) With Online Practice Tests
ISBN-13:978-0-7386-1141-9

MATERIALS: Required Textbooks; TaskSteam Account; Working Computer and reliable internet access, Microsoft Word.

COMPUTER SKILLS REQUIRED:
Students are also expected to have basic computer knowledge and skills such as
(but not limited to) the ability to:
-use email with attachments
-save files in commonly used word processing program formats
-copy and paste work on two browser windows simultaneously
-use presentation and graphics programs

COURSE REQUIREMENTS: Students are required to complete all assignments in order to successfully complete the course. Students are required to check email on a regular basis, preferable daily.

Students will also need a reliable means of transportation to complete the field experience component of the course.

OUTCOMES:
Angelo State University Undergraduate Learning Goals:
http://www.angelo.edu/dept/aafairs/documents/LEARNING%20GOALS%20as%20f of%202-27-09.pdf

InTASC Standards web link:
http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

**TExES Standards/Competencies (also posted on Blackboard and in this syllabus)
LEARNER GOALS, OUTCOMES AND OBJECTIVES OF SPED 4362:**

These goals are designed to:
1. Introduce candidates to the various types and causes of learning disorders.
2. Introduce candidates to theories and practical approaches to the implementation of instruction to students with specific and various learning disorders.
3. Introduce candidates to practical approaches to using various modifications with students with learning disorders.
4. Utilize factual knowledge related to various learning disorders.
5. Candidates will develop a clearer understanding of and commitment to the importance of teachers knowing and understanding the background and diversity of their students and their families.
6. Find and use resources effectively to conduct classroom instruction to special needs students.
7. Apply course material in classroom examples and field observations.
8. Incorporate knowledge, skills, and resources for effective use in classrooms.
9. Encourage questioning, seeking answers, and professional reflection on practices in classroom with students of special needs.
10.Prepare the candidates for TExES competencies in area of Special Education.
11. Require field experience in classrooms with students with special needs.

IDEA INFORMATION:
The following information of learning are emphasized, practiced, and demonstrated in content, assignments, and field experiences of SPED 4363.

Essential Objectives:

1. Learning fundamental principles, generalizations, and theories
2. Learning to apply course material
3. Developing specific skills, competencies, and points of view needed by professionals in the field most clearly related to this course.
4. Learning how to find and use resources for answering questions or solving problems.

Important Objectives:
1. Acquiring an interest in learning more by asking questions and seeking answers.
2. Gaining factual knowledge
3. Acquiring an interest in learning more by asking questions and seeking answers.

TExES Standards/Competencies (also posted on Blackboard and in this syllabus)

SBEC web site link:
http://www.state.tx.us/beconline/standtest/standards/allppr.pdf

TExES EC-12 PPR testing link:
http://www.texes.ets.org/assets/pdf/testprepmanuals160pprec12.pdf

OUTCOMES (SACS/SLO; InTASC STANDARDS; TExES)

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Assessments	Reflection Lesson Plans	Discussions Oral Report Written Report Lectures	Observations
ASU Undergraduate Learning Goals			
1. Liberal knowledge and skills of inquiry, critical thinking and synthesis	X	X	X
2. Core skills	X	X	X
3. Specialized knowledge	X	X	X
4. Social responsibility	X	X	X
TExES COMPETENCIES			
Competency 1 Understands human development processes; knows the typical stages of cognitive, social¸ physical and emotional development of students in early childhood through grade 12.	X	X	X
Competency 2 Understands student diversity; accepts and respects students with diverse backgrounds and needs.	X	X	X
Competency 3 Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.	X	X	X
Competency 4 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.	X	X	X
InTasc Standards			
Standard 1 (i) Learner Development	X		X
Standard 2 (a, b, c, f, h, l, & m)			

Learning Differences	X	X	X
Standard 3 (c, d, k, f,& r)			
Learning Environments	X	X	X
Standard 4 (d, f, & r)			
Content Knowledge	X		
Standard 5 (r & s)			
Application of Content	X		
Standard 6 (b)			
Assessment	X		
Standard 7 (c & f)			
Planning for Instruction	X		
Standard 8 (a, g, & k)			
Instructional Strategies	X		
Standard 10 (a, b, o, p, & q)			
Leadership and Collaboration			X

OUTCOMES (CEC 2013 STANDARDS)

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities		X	X
2.2 Beginning special education professionals use motivation and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	X		X
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities.	X		X
3.1 Beginning special education professionals understand concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities.	X		X
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricula content areas to individualized learning for individuals with exceptionalities.	X		X
3.3 Modify general and specialized curricula to make them accessible with exceptionalities.	X	X	X
5.1 Beginning special education professionals consider an individual's abilities, interest, learning environments, and cultural and linguistic factors in the selection development and adaptation of learning experiences for individual with exceptionalities.	X		X
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	X	X	X
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support.		X	X
5.4 Beginning special education professionals use strategies to enhance language development		X	X
5.6 Beginning special education professionals use strategies to enhance language development			

and communication skills with exceptionalities.   X   X

ASSIGNMENTS: (DIRECTIONS AND EXPLANATIONS OF EACH ASSIGNMENT ARE ON BLACKBOARD.)
- Lesson Plan (Task Stream)
- (Use Madeline Hunter's Lesson Plan Format)
- Reflection
- Written Report on student with moderate to severe handicapping condition.
- Task Stream
- Field Experience: Observing and working with students in resource (self-contained
- classroom settings.

It is required that you follow the writing style found in the newest edition of the American Psychological Association Publication manual (APA Manual), which is available at the ASU library, ASU bookstore, or on-line at www.apa.org

All written projects should be of the highest professional quality. This includes:
- Typed, double-spaced
- Submitted on time
- Edit
  - Typographical errors
  - Spelling
  - Syntax
  - Grammar
  - Punctuation
  - Format, including citations
  - Visual presentation/professional quality

GRADING OF ASSIGNMENTS AND COURSE EVALUATION:
Tests/Major Projects: 40%
Field Experiences: 40%
Quizzes: 10%
Attendance: 10%

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

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

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ATTENDANCE POLICY: As a developing teacher, your ability to demonstrate a positive and professional disposition toward your peers, assignments, practicum teacher, and the instructor is essential. You should notify the instructor by email

if you are going to miss class or be late. There are two excused absences allowed. Each absence after this will result in the loss of a letter grade for the final grade. A tardy is when you are more than 5 minutes late for class. After 10 minutes, you will be considered absent.

During the practicum, any absence must be made up and documented by your classroom teacher. **Failure to make-up the absence(s) WILL result in failure of the course.** The professor and classroom teacher MUST be notified immediately of any upcoming absence or late arrival. Please be punctual and on time. You are not only representing ASU, but you are working with potential employers who do watch and make note of the behavior of practicum students. Be sure you have signed in before 8:00 a.m. You should be in the classroom before or by 8:00 a.m. You stay until 10:00 a.m. You must make up the absence in the classroom where time was missed. For example, if you miss two hours at Central, they must be made up at Central, not Reagan.

ASU ATTENDANCE POLICY:
Candidates are to adhere to ASU policy OP 10.04 and Unit policy.
http://www.angelo.edu/opmanual/#s10

ASU OP 10.19 Student absence for observance of Religious Holy Day:
http://www.angelo.edu/opmanual/#s10

ASU OP 10.15 PROVIDING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
http://www.angelo.edu/opmanua/#s10

ACADEMIC HONESTY: Candidates are to be familiar with the ASU Handbook and the University Honor Code which includes the "Student Academic Honor Code Statement".
http://www.angelo.edu/cstudent/documents/pdf/Student-Handbook.pdf
Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. **Plagiarism is strictly forbidden. Note the link below concerning ASU's policy concerning plagiarism:**
http://www.lib.utexas./edu/services/instruction/learningmodules/plagarism/index.htm/

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.

Week #	*Topic*
8 - 11	Out in the schools for block clinical teaching/Teach lesson
12 - 15	**RETURN TO CARR 124**

    *Discuss Observations
    *Reading Assignments
    *Discuss Written Assignment
    *Take and Discuss Released TExES exam
    *Guest Speakers

Final Project due December 10, 2019, at <u>NOON</u>

PLEASE DO NOT TEXT DURING CLASS.
It distracts other students and is disrespectful!

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online:	www.angelo.edu/incident-form
Face to Face:	Mayer Administration Building, Room 210
Phone:	325-942-2022
E-Mail:	michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.