

"The task of the modern educator is not to cut down jungles, but to irrigate deserts."
C.S. Lewis

EDUC 4337 -110, 80596 Educating Secondary Exceptional Learners

Fall 2019

Texas A&M University - Central Texas

This course meets face-to-face, with some supplemental readings and activities made available online and/or on Canvas [<https://tamuct.instructure.com>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Amanda G. Allen, Ed.D.

Office: Warrior Hall 322 O

Phone: 254-519-5411

Email: agallen@tamuct.edu

Office Hours: Monday: 11:30-1:30; Tuesday: 9:00-1:00; Wednesday: 2:30-5:30; by appointment

Student-instructor interaction:

I will respond to email messages sent to the above email account. You may expect a response to your email message within 24-48 hours except on weekends. You may also call at the above number or make an appointment.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION:

Catalog Description

This course provides instruction in the historical, philosophical, and legal foundations of special education as related to current issues and practices in educational settings. It comprises issues and trends that include transition – related instruction, postsecondary programs, and adaptability to and in secondary classrooms. A field experience is required.

Course Objective

Preservice teachers will develop an awareness of legal aspects of special education as well as the needs and services specific to students with disabilities in the secondary classroom.

Student Learning Outcomes:

The candidates will

1. Define, characterize, and analyze teaching strategies of the 13 categories of students diagnosed with disabilities identified by IDEA.
2. Define and describe students with gifts and talents and students who are twice exceptional.
3. Articulate the basic tenets of PL 94-142, PL 99-457, PL 101-476, the Reauthorizations of IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973.
4. Describe the prereferral (RTI) and referral process.
5. Demonstrate knowledge of the IEP, IEP (ARD) Committee, due process, reasonable accommodations and modifications, and LRE.
6. Differentiate high and low tech assistive technology and the need of each to reach all students.
7. Identify evidenced-based strategies that address learning needs and differences.
8. Identify emotional characteristics that may lead to or indicate substance abuse, psychological instability, or suicide.

Competency and Goals Statements:

Competencies and goals are the final documents of the syllabus as are the dates from the University's Academic Calendar.

Resources:

Dieker, L. A., & Hines, R. A. (2014). *Strategies for teaching content effectively in the inclusive secondary classroom*. Upper Saddle River, NJ: Pearson.

Texas Education Agency dyslexia modules from Region 10

Literature provided by the instructor.

ASSESSMENT COMPONENTS*Field experience (10 pts)*

Complete a 15-hour field experience in a classroom with students with diagnosed disabilities and a certified special education teacher. This experience is to be as interactive as possible. You will keep a time sheet and a reflective journal according to the rubric/information provided. Documentation will be turned into me as scheduled.

SLO #'s 1, 2, 3, 5, 6, & 7

Resource File: (30)

Develop a resource file using a plastic file box, large notebook, or other container convenient for you. This should continue to be a work in progress throughout your career. Include the information listed below and any other information you feel would be beneficial in your classroom. Arrange your file in such a way that it will be a resource for you. **Clearly** label each section for easy accessibility. A rubric will be provided. SLO #'s 1, 2, 5, & 7

- Clearly labeled sections to provide easy access for you and your professor and to provide a professional appearance. (1)
- Include two bulletin board blue prints, one of which is interactive. Include a description of how you will use each in your classroom. You may **not** include one that is for announcements, lunch menu, etc. (4)
- Five, 15 to 30 - minute activities that you, an aide, or another teacher may perform with your students should you be called out of the classroom or your lesson runs ten to 15 minutes short. Include directions and all pieces that may be required. (20)

- Bibliographies and short synopses of five books you would like to use in your classroom. (10)
 - ✓ These may include fiction, nonfiction, alternative texts, resource books, etc. You may not use textbooks, encyclopedias, dictionaries, thesauri, etc.
 - ✓ Each synopsis will include **what** the book is about, **why** you want to use it, and **how** you plan to use it.
 - ✓ Correctly cite each book using APA 6th ed.
 - ✓ Write each book's information on a separate page.
- Websites –Develop a list of at least five websites that are information sources for different disabilities, disability groups and/or support groups, relevant teaching resources, etc. Write **your own** brief description of each website. A colleague or parent should be able to read your description and clearly understand what the site offers. (5)
 - * Three of the websites must be from local agencies and include the following information:
 - ✓ Services offered
 - ✓ Contact information – Agency name, contact name, physical address, phone numbers, email address(es)

Lesson plans & objectives (20) (one final lesson plan 10; 2 objectives 5/each)

Write objectives appropriate for both IEPs and lesson plans. Write objectives for students in inclusive and self-contained environments. Write objectives for students transitioning out of school and write objectives for students beginning in the secondary environment. Write one final lesson plan for a student with a disability transitioning out of the classroom into college or another environment. SLO #'s 1, 6, & 7

Transition skills presentation (10)

Develop and teach a lesson concerning necessary skills students will need after they transition out of school. Your presentation must include a short but concise presentation/instructions and a hands-on component. Develop your presentation for students with intellectual disabilities.

Topics may include social skills, job skills, character/personality/disposition skills, interview skills, etc. Also making change, how to be a good friend, co-worker, or employee are topics of interest. The lesson will be taught to high school students with disabilities toward the end of the semester.

Modules and activities

- *Fat City* reflection (2 pts.) SLO #'s 1, 3, & 7; SPED Standard VI
- *Dyslexia* modules (2 pts.) SLO #8

Emotional cognizance trainings (SLO 8)

Complete the following trainings.

- Substance Abuse Training (2 pts.)
- Mental Health Training (2 pts.)
- Teen Suicide Training (2 pts.)

Quizzes: (10 pts.)

Chapter quizzes will be given periodically, both announced and unannounced.

No make-up exams will be provided. Points may vary on each quiz.

SLO #'s 1-8

Final Exam: (10 pts.)

A cumulative final exam will be given at the end of the semester

SLO #'s 1-8

Professionalism:

Attendance, punctuality, preparedness, and active participation are expected. You are expected to demonstrate the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible. Follow the TEA Code of Ethics that you agreed to uphold.

All work will be word-processed, double-spaced, 12 point font, and front side only. Please do not turn in hand-written work unless specified. Use person-first language in all documentation. Ensure that your work has correct grammar, mechanics, structure, and clarity. Points will be deducted for these errors. Please someone to proofread your work prior to submission. Staple all work of two or more pages. Do not use folders or sheet protectors.

Grading Criteria		Grades will be assigned at the end of the semester on the following basis:
Quizzes	10	100-90 = A
Field experience	10	89-80 = B
Resource file including the Instructional materials project	30	79-70 = C
Secondary SPED lesson	30	
Exam	10	69-60 = D
Modules and activities	4	59 > F
Emotional cognizance training	6	
TOTAL	100	

Posting of Grades

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work. The instructor is not responsible for assignments that are not collected during the class period they are returned.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar: The calendar will appear in a separate document.

TECHNOLOGY REQUIREMENTS AND SUPPORT:**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES:

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),

[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)

[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy

and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

University Library

- The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES:**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Field Experience: Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. You will dress professionally. *Remember, every time you are in a school, you are on an interview.*

Attendance and Late Work Policy:

Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required.

Late Work: Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances of which are communicated directly to the professor in a timely manner. If an extension is granted, the late work may be subject to a deduction of points of 10% each day past the due date. If the late assignment is due on Canvas, the assignment date may not be reopened. Supplemental assignments are not available.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work.

This syllabus is subject to change.

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and scheduled to change **without notice**.

Date	Description
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 12, 2019	Registration opens for all students for the Spring Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)