

*“We rise to great heights by a winding staircase of small steps.”*

Francis Bacon

## **SPED 4363 – 120. CRN 11229, Teaching Learners with Learning Disabilities**

Spring 2021

Texas A&M University Central Texas

Warrior Hall

*This is an online blended course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].*

We will meet online via WebEx every Tuesday from 9:30-10:45.

**Instructor:** Amanda G. Allen, Ed.D.

**Office:** Texas A&M University Central Texas, Warrior Hall; Office # 322M

**Phone:** (254) 519-5411

**Email:** agallen@tamuct.edu

**Office hours:** Mondays: 11:00-4:00; Tuesdays & Wednesdays: 11:00-1:00; by appointment only

### **Student-instructor interaction:**

Email, call, or ask for a WebEx meeting during my office hours. If you send an email that I deem requires a response outside of my regular office hours, I will reply within 48 hours except on weekends. Otherwise I will answer your email during my regular office hours. Email me at [agallen@tamuct.edu](mailto:agallen@tamuct.edu) to ensure that I receive your email

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## **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/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] 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.

## **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- 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. Students required to quarantine must 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.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
    - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
  - Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
  - Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
  - The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.
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### **Catalogue description:**

Learning disabilities are examined with emphasis on history, definition, causation and characteristics. Content includes teaching methods for language, academic, and social skills as well as effective inclusive practices. Strategies for successful collaboration with parents, paraprofessionals and general education teachers are studied. **Field experience required.** (Revised this semester due to COVID)

### **Course objective/Course understandings:**

The student will develop a basic understanding of the needs of students with learning disabilities. The student will define appropriate inclusionary and non-inclusionary strategies and practices for students with learning disabilities.

### **Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Develop appropriate IEP goals and objectives for students with learning disabilities.
2. Demonstrate how to organize a special education classroom for instruction.
3. Demonstrate how to document progress on IEP goals and objectives.
4. Demonstrate collaboration strategies with general education teachers.
5. Utilize technology ethically and legally.

### **RESOURCES**

#### **Required text**

Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). *Teaching students with learning problems* (8<sup>th</sup> ed.). Pearson.

#### **Suggested text:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

## Assessment Components

### Quizzes (20 pts.) SLO 1-5

Complete quizzes on material we have covered.

### Goals & Objectives (15 pts.) SLO 1, 3, 4

Correctly write a goal with three supporting yet graduating objectives. Further instruction will be provided.

### Activities (15 pts.) SLO 1, 3, 4

Develop three tangible, hands-on activities for students with disabilities in the different content areas, or you may choose to construct an emotional or behavioral activity or a classroom management activity. Write an IEP objective for which each activity may address. Further instruction will be provided.

### Technology report (10 pts.) SLO 1, 3, 5

Choose a specific skill. Research the high, medium, and low technology options available for this skill. Choose your population; other than having learning disabilities, you may build your student population in any way you wish. Determine whether your students need the high, medium, or low technology option for this skill. Using the research you have found and the knowledge you have of your students, discuss which option you will use and why you believe it is the correct one. Be sure to site all of your sources. A rubric and further instruction will be provided.

Complete a final and comprehensive exam (10 pts.) SLO 1-5 [SPED 001, 003, 004, 005, 007, 008, 009, 010, 011, 012]

### Films (10 pts./ea.) SLO 1-5 [SPED 001, 003, 005]

Watch and reflect on the following films. Specifics will be provided.

- *It's so Much Work to Be Your Friend*
- *Last One Picked, First One Picked On*

### Professionalism (10)

Professionalism includes but is not limited to the standards, policies, and requirements stated at the end of the syllabus.

**Most work will be word-processed and double-spaced.**

**Use person-first language in all documentation. (State the person before the disability. – student with a disability rather than *the disabled student*)**

**Use correct grammar, mechanics, structure, and clarity.**

**Points will be deducted for these errors.**

	Points	Grading Scale
Quizzes	20	90-100 – A
Goals & objectives	15	80-89 – B
Activities	15	70-79 – C
Technology report	10	60-69 – D
<i>It's So Hard to Be Your Friend</i>	10	59 > F
<i>Last One Picked, First One Picked On</i>	10	
Final exam	10	
Professionalism	10	
<b>TOTAL</b>	<b>100</b>	

## Posting of Grades

Grades will be posted on Canvas. Grades will generally be posted one week after the assignment's due date, depending upon the assignment. Longer and more involved assignments will take a longer time to grade. Also, this timeline does not apply to late work. Canvas will automatically lower your grade 10% each day the assignment is late. Please be mindful of the times and dates that assignments are due.

\*If your computer or other device is being defiant, eating your homework, or exhibiting other inappropriate behaviors, use the TAMUCT computer lab, the TAMUCT library, or a local library to complete your assignments or attend class. You may also email copies of assignments to me, or print hard copies of your assignments and bring them to me if necessary. All media are due on the same day at the same time.

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## COURSE OUTLINE AND UNIVERSITY CALENDAR

### Course Outline:

The course outline will appear in a separate document.

### University Calendar:

<https://www.tamuct.edu/registrar/docs/202010-academic-calendars-and-final-exam-schedule.pdf>

## TECHNOLOGY REQUIREMENTS AND SUPPORT:

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### 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](mailto: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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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>].

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](#) 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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

### **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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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.

**~~Field Experience:~~ Due to COVID, we will not have a field experience this semester.**

**Attendance:**

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

**Attendance and Class Policy:**

We will have class via WebEx during class time on Tuesdays from 9:30-10:45. Attendance is required and will be recorded throughout the class. Video recognition throughout the class is expected; please be prepared. Be prepared to actively participate in class.

**Late Work:**

Late work will be subject to a deduction of 10% each day past the due date. Supplemental assignments are not available. Canvas will immediately reduce your grade by 10% each day it is late. Be aware of the time and date each assignment is due. Late work will be accepted without penalty only under extreme extenuating circumstances which are communicated directly to the professor in a timely manner.

## **STANDARDS OF PROFESSIONAL CONDUCT**

Teachers have a responsibility for professional behavior and conduct at all times. The Teacher Education Program at TAMUCT expect high standards of professional conduct during your teacher preparation training and field-based experiences. The following categories describe, in general, the expected professionalism.

### **I. Attendance and Punctuality**

Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and all field-based experiences.

### **II. Professional Attitude**

Maturity and commitment to the profession of teaching is reflected by your positive attitude. Keeping a positive, professional attitude is crucially important to your course work.

### **III. Professional Communication Skills**

Professionalism in your interactions with public school and university personnel implies (1) active listening, (2) thoughtful responses, (3) appropriate written and oral communication skills, and (4) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in your professional development when appropriate.

Your professional behaviors communicate your integrity and character. These professional behaviors include how well you articulate your ideas and beliefs in facilitating instruction, the speech you use, the interactions with your peers, compliance with the school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during your pre-practicum experience.

### **IV. Honesty and Ethical Behavior Reflecting good Character**

It is imperative that you do not undermine your personal integrity in any way nor project that appearance in any situation.

## **ATTENDANCE AND PROFESSIONAL POLICIES**

-Preservice teachers are expected to adhere to all of the above professional standards, in all of the Block courses. If these standards are not met, the lack of professionalism will be reflected in the final grade for that Block course.

-Coming late to class or leaving early is considered as significant as absences. Missing class, arriving late or leaving early will have a significant impact on your final grade.

-Students missing class are responsible for any notes, handouts, assignments and any changes in schedules.

-Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class.

-All assignments must be typed and edited. Failure to communicate effectively may result in a lower final grade.

-Proper citations are required for any ideas or words gained from outside sources, including the web. (See APA manual, 7<sup>th</sup> edition.)

-Extra credit projects or papers will not be accepted.

## **COURSE REQUIREMENTS:**

**Students are expected to turn in assignments at the time they are due. Plan ahead... life happens.**

All assignments should be edited for correct punctuation, spelling, and grammar. Failure to demonstrate the ability to communicate effectively may result in lowering the final grade. The standard of our discipline is APA 7<sup>th</sup> edition. **Late work is not acceptable and will result in the loss of professionalism points AND a minimum reduction of 10% of the available points per day before grading. The work will be dated as of the date/time it is turned into Canvas, emailed, or received by the instructor.**

Regular attendance, promptness, preparedness, and participation are essential to success in this class. It is your responsibility to request handouts, etc. when you miss class. Contact me prior to an anticipated absence or immediately after an emergency.

You are expected to demonstrate professionalism in all interactions with public school personnel. This includes conferring with teachers, being prepared to teach, being punctual, and exhibiting a professional appearance and demeanor. Professionalism is an important component of this program. Your demonstrated ability to accept feedback and make improvements in your performance, to engage fully in the processes required in the learning tasks, and to prepare quality products and responses to all tasks is critical. Problems in this area will result in significant reduction in the final grade.

This syllabus is an overview of the course, a description of the learning tasks, an explanation of university policy, and a tentative calendar. The professor reserves the right to amend the syllabus during the term.

**Be cognizant of Canvas Announcements and all emails that may indicate changes to the syllabus and the class.**

**Competency Goals Statements/TExES Competencies:**

This course will develop concepts related to the following competencies of the following TExES All Level Special Education Standards:

**Competency 001**

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

**Competency 003**

The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

**Competency 004**

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.

**Competency 005**

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.

**Competency 007**

The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

**Competency 008**

The special education teacher promotes students' performance in English language arts and reading.

**Competency 009**

The special education teacher promotes students' performance in mathematics.

**Competency 010**

The special education teacher understands the philosophical, historical, and legal foundations of special education.

**Competency 011**

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Competency 012**

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.