Welcome to SPED 3310: Introduction to Inclusive Special Education

Instructor:
Michael Tucker, M.Ed.,
BCBA, LBA

Phone:
(972) 768 - 6157

Email:
m Tucker2@utep.edu

Course Overview:
Introduction to Inclusive Special Education. This course covers the philosophical, historical, and legal foundations of special education, including the definitions and characteristics of disabilities as defined by the Individuals with Disabilities Education Act. Emphasizes professional roles and responsibilities, ethical requirements, inclusive practices, and strategies for collaboration between general and special educators, family members, and related service providers. This course requires at least 20 documented field-based experience hours in public school settings.

Prerequisite: Admitted into Teacher Education.

This course is entirely online. This course requires 20 hours of field-based experience (FBE)

Required Text:
Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom


The textbook may be purchased at the UTEP Bookstore, at places like Amazon, Barnes and Noble, or as an e-text purchased directly through Pearson. Please consider delivery time if ordering online.
Download the State Board for Educator Certification (SBEC) Approved Educator Standards/Texas Education Agency (TEA) pertinent to your area of certification based on your degree plan and the Pedagogy and Professional Responsibilities (PPR). You will be required to address the standards in your discussion responses.

Link: [http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will have the skills to:</th>
<th>To evaluate the student’s ability in each of the learning outcomes, the students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand Individuals with Disabilities and Evaluate their Needs</td>
<td>1. Conduct 20 hours of in-course observations</td>
</tr>
</tbody>
</table>
| Understand and apply knowledge of the characteristics and needs of the individual with disabilities | 1. Actively participate as a group member in the development of a Topic or Disability category project presentation  
2. Respond to the presentations on a week-by-week basis by following the guidelines for postings |

**Promote Student Learning and Development**

The special education and general education teacher understand and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

Special education and general education teacher understand assistive technology as defined by state and federal regulations.

The special education and general education teacher promote students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. Visit the assistive technology lab at the El Paso del Norte Development Center or the Special Needs room in the UTEP Library and integrate AT in their presentations on the disability categories.  
2. Conduct classroom observations in different classroom settings that provide services to students with disabilities (elementary, middle, and high school). | |

**Foundations and Professional Roles and Responsibilities**

The special education and general education teacher understand and apply knowledge of special education's philosophical, historical, and legal foundations.

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

Special education and general education teacher know how to communicate and collaborate effectively in various professional settings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. Maintain confidentiality of students, schools, teachers, and parents in written observation reports and interviews using pseudonyms.  
2. Explore state and national organizations that establish ethical requirements of the profession.  
3. Adhere to district policies when observing and working with students.  
4. Conduct an interview with a teacher, administrator, parent, student (with parental consent), or support service personnel. | |
Culturally Responsive Teachers

The special education and general education teacher understand student diversity and how to plan learning experiences that are responsive to differences among students and their families.

The special education and general education teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The special education and general education teacher create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Special education and general education teachers promote student learning by providing responsive instruction that uses effective communication techniques, instructional strategies that actively engage students in learning, and timely, high-quality feedback.

Course Guidelines:

1. As the course instructor, I reserve the right to adjust the course schedule due dates as required due to unforeseen technical difficulties related to Blackboard. I make every effort to adhere to the current schedule; however, the course syllabus and class schedule are “living documents” and may sometimes be changed. It is your responsibility to keep up with announcements and course Emails. ALL assignments are expected to be completed.

2. All assignments are expected on due dates and times (per the Schedule). All assignments must be submitted through the designated Bb (NOT Email) links if there is a problem with Bb. I will determine an alternative via an announcement or Email. I will not be responsible for any assignment file sent to my UTEP email or not uploaded through the designated assignment link – make sure you see the Bb dates and times in the schedule. Please ensure that you can attach and send files through Bb and that they are in either a .doc or .docx format. All assignment links have a specific due date.

3. After the deadline for posting has passed, late assignments may be considered for partial credit pending documentation of hardship – medical or death in the immediate family. Note that the assignment links are made available to students before the due date for those who choose to submit early. When you submit on the due date, you may get a “Late” submission date message; there is no need to contact me as all submissions are time stamped.

4. I strongly recommend you check the course daily for any course updates and check for messages from your peers. Email messages and announcements will be sent through Bb.

5. All assignments will be evaluated based on: the organization of ideas, clarity of expression, grammar, spelling, and punctuation. The Writing Center in the Library can help you with your written assignments before submitting them for a grade. It is also suggested that you compose all your discussion responses in a
6. All work must be cited in APA format. Here is a helpful link for APA tutorials:

   - Appropriate citations within text APA: http://video.about.com/psychology/How-to-Cite-in-APA-Format.htm

   I require that you cite references using APA formatting in your discussions.

Accommodations Policy:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic Integrity:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one’s own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Excused Absences and/or Course Drop Policy:

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the
student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Netiquette:

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others’ ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Incomplete Grade Policy:

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Alternate Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.
Course Requirements and Grading

Attendance and Participation: Up to 400 points

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Active participation in your group projects.
- Other activities as indicated in the weekly modules

Weekly Exams and Final Exam:

Exams: All weekly quizzes will include content covered in the textbook. Tests will include multiple-choice questions. Weekly quizzes will prepare students for the final exam. Students will complete the Final Exam at the end of the course.

Interview: Up to 100 points

Conduct a 30–45-minute interview with an individual who has been identified as having a disability or has worked with students with disabilities (e.g., a principal, teacher, speech therapist, occupational therapist, or a parent). Focus on their experiences working with students with disabilities, their view on inclusion based on their experiences, and how children and/or adults with disabilities are treated in schools and in the community. At the end of your narrative, include your reflection on what you learned about your future role in educating students with disabilities. A sample list of guiding questions can be found in the Start Here: Course Information Link, however, do not feel limited to these questions only. You can find a sample of the written narrative that you will be turning in for this assignment in the Start Here: Course Information Link.

Field Experience: Up to 600 points

Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires 20 hours of FBE (a combination of self-contained or general education classroom settings). You will be required to submit a reflection based on these observations, as well as documentation of having completed the observation hours in the form of a log (found in the Module called: Start Here: Course Information).

Final Reflection Report: Up to 200 points

Students will submit a one-page (double-spaced) final reflection paper at the end of the course. Your final reflection must include what you learned from your Field-Based Observations. Make sure you include a detailed description of what you observed that includes the type of classroom(s) and type of activities you observed. Finally include a detailed reflection.
• Please make sure that all files submitted in the assignment link are in .doc, .docx format, and as ONE document. NO PDF files or pictures as I can’t provide feedback.

• Be sure to use the appropriate naming convention for your file. Files should adhere to the following naming convention, in order to reduce the risk of file overwriting. Save the file as: LastName_FirstInitial_CourseCode_Week#_Assignment#_AssignmentName.
  **For example, If Ann Johnson was submitting Week 1 Assignment 1 for her HUMN 3301 course. FILE: Johnson_A_HUMN3301_1_1

**Group Projects:**

**Up to 300 points**

Select a disability category or topic of interest by going to the Group Presentations – Sign-up link, on the Home Page. Once you select a group you will see a link to My Groups on the navigation toolbar. As a team of 1-3, you will prepare a presentation for the rest of the class.

• Your group should plan for the equivalent of a 20-minute presentation (about 10-15 slides) that will be viewed by others.

• Your presentation must address relevant content and presentation of information innovatively and engagingly.

• You must include information from the text and two other sources. (Contact me if you need suggestions).

• Include 7 – 10 strategies for supporting students in the classroom that you have learned from your research.

• You must also develop an assessment for student learning for your topic. This should be in the form of a reflection question.

**Final Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Outstanding)</td>
<td>91% and above;</td>
</tr>
<tr>
<td>B (Very Good)</td>
<td>81% – 90%;</td>
</tr>
<tr>
<td>C (Satisfactory)</td>
<td>70% – 80%;</td>
</tr>
<tr>
<td>D (Unsatisfactory)</td>
<td>60% – 71%;</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>

**Technology Requirements:**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working, and you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need access to a computer/laptop, scanner, webcam, and microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication:

Because this is an online class, we won’t see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held via Zoom using this link: https://utep-edu.zoom.us/j/4066373147 (Please refer to the course schedule for times)

- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.

- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Course Resources:

Academic Resources

- **UTEP Library**: Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.

- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
• **Counseling and Psychological Services:** Provides a variety of counseling services, including individual, couples, and group sessions, as well as career and disability assessments.

Special Education Resources

• **Individuals with Disabilities Education Improvement Act (IDEIA):** learn about the most important legislation regarding students with disabilities.

• **The Legal Framework for the Child-Centered Special Education Process:** The purpose of the project is to provide and maintain an updated web-based platform to assist stakeholders such as local educational agencies (LEAs), advocates, and parents in learning about state and federal laws and regulations by providing rich resources regarding obligations and rights for the provision of a free and appropriate public education in the least restrictive environment to students with disabilities.

• **Tiered Interventions Using Evidence-Based Research, or TIER:** The goal of this project is to provide educators, caregivers, and other educational stakeholders with the knowledge and materials to ensure the appropriate implementation of a multi-tiered system of supports (MTSS) in every school across Texas.

• **SPEDTex:** Provides information and resources that can help you understand your child’s disability, your rights, and responsibilities under the Individuals with Disabilities Education Act (IDEA) and facilitate collaboration that supports the development and delivery of services to children with disabilities in our state.

**Confidentiality:**

You may not know exactly who the student with disabilities is when observing, as not all disabilities are visible. A teacher who is following confidentiality policies will purposefully not reveal the child with a disability. In order to maintain the confidentiality of the student, neither the teacher nor the administrator should divulge the name of the student or type of disability. Your observations and interview reports **should never divulge the name of the teacher, school, or student.** Always indicate that the names you are using in your narratives are pseudonyms. See the sample report in the **Course Resources link.**

**Notice of SafeAssign:**

This course may utilize third-party software that can automatically detect plagiarism on documents submitted for grading.

**Copyright Notice:**

Many of the materials posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.