Faculty Instructor: Dr. Virginia J. Dickens  
Semester Credit Hours: 3  
Day and Time Class Meets: Online:  
Email address: vdickens@uncfsu.edu  
Office Hours: Tuesdays 1230-430; Thursdays 1230-430  
Office Location: 248 Butler  
Office Phone: 910-672-1635  

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”  

Course Description:  
This course is designed to introduce students to the knowledge, skills and procedures needed to provide effective instruction for students with disabilities. This course presents research-validated methods, techniques and procedures for teaching students with mild to moderately high incidence disabilities in
today's inclusive settings, including such methods as content enhancements and content augmentation. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the selection, adaptation, and development of instructional materials across curriculum areas, student needs and school environments.

This course requires the successful submission of the Unit Plan to Taskstream, the e-portfolio system. For Taskstream access, see the Taskstream folder under Content in the Blackboard course website menu.


Additional readings are assigned from online resources.

**Course Structure:** This course is designed to provide an online experience. Activities will consist of reading, discussions, planning documents, research and practical application requirements and web posting.

**Blackboard Access:** This course will be delivered online through a course management system named Blackboard. To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITS Helpdesk at (910) 672-2085 and press Option "7". Passwords are set to expire regularly. You may also reset a password by logging into the FSU Campus Network.

**School of Education’s Conceptual Framework**

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

**Conceptual Framework Description**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).
The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and</td>
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<tr>
<td>Students</td>
<td>Description</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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**Student Learning Outcomes/Professional Standards/Assessments:**

Upon completion of this course by 12/12/14 via Unit Plan Project, module questions, Discussion Board prompts, lesson activities:

- The student will be able to use various research-verified instructional methods appropriate to the individual with special needs.
- The student will be able to organize and develop lesson plan ideas clearly, making connections between them; explain key ideas, supporting them with relevant reason s, examples or details; and display some method variety
- The student will be able to develop long-range and short-term individualized instructional plans anchored in both general curricula and differentiated instruction
- The student will be able to design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in the general curriculum.
- The student will be able to draw on appropriate data to develop classroom and instructional plans
- The student will be able to cooperate with specialists and use resources to support the special learning needs of all students
- The student will be able to integrate 21st century skills and content in instruction.
- The student will be able to plan instruction using the developmental levels of individual students; and assess and use resources needed to address strengths and weaknesses of students
- The student will be able to integrate technology with instruction to maximize students’ learning.
- The student will be able to integrate specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem-solving skills
- The student will be able to organize student learning teams for the purpose of developing cooperation, collaboration, and student leadership
The student will be able to demonstrate a general or sufficient reflection on the theories, concepts, and/or strategies presented in the Unit. The student will be able to develop lessons based on the NC Essential Standards/Common Core. Communication Skills: The student will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience; display facility in the use of language and formatting; is generally free from errors in grammar, usage, and mechanics.

<table>
<thead>
<tr>
<th>NC Professional Teaching Standards</th>
<th>Assessments by 12/12/14</th>
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<tbody>
<tr>
<td>I. Teachers demonstrate leadership.</td>
<td>Unit Plan Project, module questions, Discussion Board prompts, lesson activities</td>
</tr>
<tr>
<td>II. Teachers establish a respectful environment for a diverse population of student.</td>
<td>Unit Plan Project, module questions, Discussion Board prompts, lesson activities</td>
</tr>
<tr>
<td>III. Teachers know the content they teach.</td>
<td>Unit Plan Project, module questions, Discussion Board prompts, lesson activities</td>
</tr>
<tr>
<td>IV. Teachers facilitate learning for their students.</td>
<td>Unit Plan Project, module questions, Discussion Board prompts, lesson activities</td>
</tr>
<tr>
<td>V. Teachers reflect on their practice.</td>
<td>Unit Plan Project, module questions, Discussion Board prompts, lesson activities</td>
</tr>
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**Standards for Special Education: General Curriculum Teachers**

Twenty-first century teachers have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning. Twenty-first century teachers have a broad working knowledge of research-verified instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students. Twenty-first century teachers have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

<table>
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<tr>
<th>Technology Applications Used in this Course</th>
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<tbody>
<tr>
<td>Power Point</td>
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<tr>
<td>Electronic Portfolio System</td>
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<tr>
<td>Email; Blackboard Discussion Board</td>
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<tr>
<td>Internet &amp; Web 2.0 Tools</td>
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<tr>
<td>Multi-media Presentations (audio/video);</td>
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<tr>
<td>Course Management Software (Blackboard)</td>
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**SPED: General Curriculum** (by 12/12/14) [Unit Plan Project, module questions, Discussion Board prompts, lesson activities]
Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students’ reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students’ written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students’ mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum**

Teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

**Standard 5: Special Education: General Curriculum**

Teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum**

Teacher candidates collaborate and consult with families, general education teachers and other professionals to further the
Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

* Students must be familiar with the Common Core State and NC Essential Standards Curriculum (available from http://www.ncpublicschools.org/acre/standards/; see also Support Tools links for both areas)

**Course Outline, Assignment Schedule and Due Dates**

**Unit 1: Who are these special needs students I will be teaching?**

**Unit 1-Lesson 1: What are the broad categories of students with special learning needs?**

Readings:
Internet Articles/video:
High Incidence Disabilities
https://sites.google.com/site/inclusionresourcenotebook/disability-areas/high-incidence-disabilities
Low Incidence Disabilities
http://aim.cast.org/learn/historyarchive/backgroundpapers/promise_of_udl#.U-7aNKNS6kw
Students with Other Diverse Learning Needs
https://www.fmhshub.auckland.ac.nz/4_1.html (brief article and video)
http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx

Additional Online Resources

Assignments:
1.1 Submit the Ethics Agreement to Blackboard Assignments
1.2 Create a Wiki page to introduce yourself to the class. Let us know something unique about yourself. (10 points) **Complete by August 25**
1.3 Respond to Blackboard Discussion Board Prompt 1 and also interact with at least two of your peers’ responses. (10 points) **Complete by August 25**

Instructions: See Blackboard course site>Content>Unit 1, Lesson 1

**Unit 1-Lesson 2: What are the special learning, behavioral and related characteristics of selected high incidence categories of students with special needs?**

Readings:
March & Peters Text: Chs. 1-2

Assignment:
1.4 Create a chart of the major characteristics (social, behavioral, learning, etc.) of students with high incidence disabilities and state how these characteristics might impact the students’ abilities to succeed in school settings. [Students with MD, LD, S/BED, ADHD.] (100 points) **Complete by Sept 6**

Instructions: See Blackboard course site>Content>Unit 1, Lesson 2

**Calendar Alert! Look ahead to Unit 4 and begin working on your Unit Plan Project early.**

### Unit 2: What does “the law” say about how these students must/should be taught?

#### Unit 2-Lesson 1: What are the SPED categories eligible under IDEA 2004? What is “specially designed instruction”? What are “accommodations/modifications/adaptations”?

**Readings:**
- March & Peters text: Ch. 3
- Handout: What is SPED?
- Internet articles/sites:
  - The IRIS Center (Peabody College, Vanderbilt) [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)
- Additional Internet Resources

**Assignment:**
2. Respond to Assessment Questions 3 & 4 in the module. (40 points) **Complete by Sept 20**

Instructions: See Blackboard course site>Content>Unit 2, Lesson 1

#### Unit 2-Lesson 2: What is my role as a special/general educator as related to providing special education services to students in my classroom or on my roster? Why are these students not all taught in SPED separate settings?

**Readings:**
- March & Peters text: Ch. 4
- Internet articles/sites:
  - The IRIS Center (Peabody College, Vanderbilt) [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)

**Assignment:**
1. Respond to Blackboard Discussion Board Prompt 2 and also interact with at least two of your peers’ responses. (10 points) **Complete by Sept 27**
3. Respond to Assessment Questions 2 & 3 in the module. (40 points) **Complete by Sept 27**

Instructions: See Blackboard course site>Content>Unit 2, Lesson 2

**Unit 3: How can I provide the “specially designed instruction” that these students need?**
Unit 3-Lesson 1: What is “evidence-based instruction,” and why is it an important concept to me?

Readings:
March & Peters text: Ch. 5
Handout: Content Enhancement Strategies that Work in the Content Classroom
Internet articles/sites:
The Access Center  www.k8accesscenter.org
The IRIS Center (Peabody College, Vanderbilt)  http://iris.peabody.vanderbilt.edu

Assignments:
3.1. Complete the module entitled “Identifying and Selecting Evidence Based Practices” http://iris.peabody.vanderbilt.edu/module/ebp_01/
Respond to these questions: 1) What is “evidence-based instruction”? 2) Why is evidence-based instruction important to teachers of students with special needs? (40 points)  Complete by Oct 4

Respond to Assessment Questions 1 & 2 in the module. (40 points)  Complete by Oct 4

Instructions: See Blackboard course site>Content>Unit 3, Lesson 1

Unit 3-Lesson 2: What are examples of evidence-based methods for teaching students with disabilities and special needs in today’s classrooms that I should use?

Readings:
March & Peters text: Ch. 6
Internet site:
The IRIS Center (Peabody College, Vanderbilt)  http://iris.peabody.vanderbilt.edu

Assignments:
3.3 Complete the module entitled “Providing Instructional Supports” http://iris.peabody.vanderbilt.edu/module/sca/
Respond to Assessment Questions 1 & 2 in the module. (40 points)  Complete by Oct 4

3.4 Complete the module entitled “Differentiated Instruction” http://iris.peabody.vanderbilt.edu/module/di/
Respond to Assessment Questions 1 & 2 in the module. (40 points)  Complete by Oct 11

3.5 Complete the module entitled “Study Skills Strategies (Part 1)” http://iris.peabody.vanderbilt.edu/module/ss1/
Respond to Assessment Questions 3 & 4 in the module. (40 points)  Complete by Oct 11

3.6 Complete the module entitled “Skills Strategies (Part 2)” http://iris.peabody.vanderbilt.edu/module/ss2/
Respond to Assessment Questions 1 & 2 in the module. (40 points)  Complete by Oct 11

Instructions: See Blackboard course site>Content>Unit 3, Lesson 2

Unit 4: How can I demonstrate my ability to plan effective instruction for students with special needs in my classroom?

Unit 4-Lesson 1: Am I confident in my planning skills (objectives, lesson plans, etc.) for teaching students with special needs?

Readings:
March & Peters text: Ch.7

Resources:
Handout: NC 6 Point Lesson Plan Modified
Internet sites/ppt:
Lesson Plans and Unit Plans: The Basis for Instruction
http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans-The-Basis-for-Instruction.aspx
Lesson Planning 101 ppt [Google search this term: Lesson Planning 101 ppt; click on the choice by Austin Community College] 
Unit Planning 101  http://www.21stcenturyschools.com/Unit_Planning_101.htm
21st Century Skills
http://www.dpi.state.nc.us/profdev/resources/skills/
Core Curriculum State and NC Essential Standards
http://www.ncpublicschools.org/acre/standards/

Assignments:
4.1 Review resources above carefully. Develop and submit one lesson plan in the content of your choice using the 6 point Lesson Plan template provided in Blackboard and the Core Curriculum or NC Essential Standards for the content area selected for your lesson objectives. (20 points) Complete by Oct 18
4.2 Respond to Blackboard Discussion Board Prompt 3 and also interact with at least two of your peers’ responses. (10 points) Complete by Oct 18

Instructions: See Blackboard course site>Content>Unit 4, Lesson 1

Unit 4-Lesson 2: Can I prepare a quality Unit Plan package to include differentiation for students with special needs?

Readings:
March & Peters text: Ch. 8
Resources:
Handout:
Unit Plan Guidelines, Template, Scoring Rubric
Sample Unit Plans on Blackboard

Assignments:
4.1 Develop and submit a Unit Plan Project evidence with Lesson Plans for 10 hours of instruction according to instructions and using a template provided in Blackboard. (500 points) Complete submission to Blackboard for review by Nov 1. Submit revised Unit Plan Project and Plans to Taskstream for Evaluation by Nov 15. [Students must receive a final evaluation of Proficient in all areas of evaluation by 2 evaluators to pass the evidence and the course.]

Instructions: See Blackboard course site>Content>Unit 4, Lesson 2

Unit 5: What are effective ways of collaborating with my professional peers to provide quality instruction to students with special needs within my educational setting?

Unit 5: Lesson 1: What is collaboration and with whom might I have to interact effectively and efficiently as a professional teaching special needs students?

Readings:
March & Peters text: Ch 9
Cooperative Teaching http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching
Collaboration and Co-Teaching tutorial http://www.iidc.indiana.edu/?pageId=97

Assignment:
5.1. Respond to Blackboard Discussion Board Prompt 4 and also interact with at least two of your peers’ responses. (10 points) Complete by Nov 22
**Unit 5: Lesson 2: What are some models of collaboration? What are some collaboration support materials/resources?**

**Readings:**
- March & Peters text: Ch 9
- Internet articles:
  - Six Approaches to Co-Teaching
  - Co-Teaching Models Between General and Special Education Teachers
  - Collaboration Models for General Ed and Special Ed Teachers
**Handouts:**
- Inclusion Co-Planning Lesson Plan Supplement form and Completed Examples

**Assignments:**

5.2 Review the Inclusion Co-Planning Lesson Plan Supplement form and Completed Examples provided in Blackboard. Provide your evaluation, thoughts, concerns, criticisms about the effectiveness of this form as the basis for communication and collaboration between special education and general education teachers to promote support of and success for special needs students in the general education inclusion classroom. (50 points) **Complete by Nov 29**

5.3 Respond to Blackboard Discussion Board Prompt 5 and also interact with at least two of your peers’ responses. (10 points) **Complete by Nov 29**

**Grading Policy** (The FSU grading policy, as per the University Catalog applies to this course.)

1. Failure to comply with the class assignment schedule may be detrimental to your grade.
2. Late submission of any course activities or tasks is not recommended.
3. Failure to perform any activities or tasks assigned will result in a grade of "0".
4. Your work will be graded and feedback will be provided, as appropriate. Feedback is made available via email. You may also schedule a face-to-face meeting during regular office hours for specific questions or assistance.
5. Grades will be assigned on an accumulated points basis according to student’s performance on assignments.

**Total Points = 1050**

**Final grades are assigned as follows:**

- A= 92-100% of points (966 - 1050);
- B= 84-91% of points (882-965);
- C= 76-83% of points (798-881);
- D=67-75% of points (703-797);
- F= below 67% of points (below 703)

6. All written assignments must be carefully proofread and edited and must follow APA format.
7. Several writing resources are posted on the Blackboard site. Students should also refer to the following self-paced tutorial for APA style:
8. No grades of Incomplete will be issued except in cases of verifiable emergencies at the end of the course for students who are receiving passing grades.
Withdrawal Information: Withdrawal from Class-Withdraw from Class means you are withdrawing from 1 or 2 classes that you will not be attending and you have other classes on your schedule that you will attend. Effective fall 2009, students will be allowed only 5 withdrawals from class for the remainder of your college career. The 6th W will be calculated as "F". Withdraw from the University-Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Please locate the deadlines for the drop/add period and withdrawal in the online University Catalog page containing the academic calendar http://catalog.uncfsu.edu/

Also, in addition to your instructor, please contact the Center for Personal Development at (910) 672-1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Important Note: This syllabus, along with course assignments and due dates, is subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in syllabus amendments and announced through Blackboard announcements and through FSU email.

Find an APA Style Chart for References here:
https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf

Important Note: All written assignments in SPED 465 must be proofread and edited carefully for typing, grammar and syntax errors before submission. In addition, they must all adhere to basic APA style for citing and referencing resources used in preparation of papers. Plagiarism is not appropriate.

INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85

Behavior in the Classroom: The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.
The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance:** Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.
The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance:**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the *Request for Class Absence Due to Required Religious Observance* form and submit it to the Center for Personal Development.

B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete:** A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class:** Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdraw from the University:** Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm) Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.
**Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

**Inclement Weather:** We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional): FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

- Go to the FSU Bronco Alert Emergency Message Sign-Up page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.

**REFERENCES**


Intervention Strategies Guide


Research-based Instruction
http://www.wrightslaw.com/nclb/rbi.htm

Research-based Interventions and Eligibility for Special Education
http://www.ncpublicschools.org/docs/ec/home/research-interventions.pdf

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/