



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

SPED 509: Advanced Strategies for Inclusive Environments

CRN: 20544 Section: 1AS

Semester Taught (including year): Spring 2019

Professor: Dr. N.Burton

Credit Hours: 3

Office Location: Admin 104B

Prerequisites: NONE

Office Hours: MWR 10-NOON

Course Time (if applicable): Asynchronous

Email: nburton@concord.edu

Building and Room Number (if applicable): N/A

Phone: 304-384-5273

Office Fax: 304-384-5398

College/Department Website: www.concord.edu

Course Description/Rationale:

The purpose of this course is to equip you with the knowledge and skills to teach students with disabilities and special needs in inclusive classrooms at the elementary, middle, and high school levels. The foundations of inclusive education focus on the nature and characteristics of students with high and low incidence disabilities and special needs and key legislation that has influenced the growth of inclusive classrooms in public school settings. Content related to planning for exceptional learners is provided including the ADAPT framework for instructional planning and decision making. Finally, an overview of evidence-based strategies for adapting instruction is provided for the academic, behavioral, and social areas of learning. By the end of this course, you should understand the nature of disabilities and how to provide adapted, evidence-based instruction to meet the needs of all learners. **There is a 25-hour field experience required for this course.**

Course Management System (Blackboard/Moodle or other systems):

This course is taught exclusively online via Blackboard.

Hardware/Software Needed (include privacy policies, if applicable):

Concord University has purchased the site license for “LiveText,” an electronic program designed to assist students in their compilation of electronic artifacts representative of their coursework. Therefore, an active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic

work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so ***you only need to purchase the account one time***. If you already have an active LiveText account, you do not need to purchase another one. After five years, you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Text requirements:

Bryant, D.P., Bryant, B.P., & Smith, D.D. (2016). *Teaching students with special needs in inclusive classroom*. Thousand Oaks, CA: SAGE Publications.

ISBN: 9781483319254

Student Study Site: edge.sagepub.com/bryant

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principles in a student's respective program of study.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc. and **Specific Learning Outcomes**

Upon successful completion of this course and its corresponding practicum, each student will achieve the following overall course objectives.

Objective	CEC	WVPTS	InTASC	ISTE	CU CONCEPTUAL FRAMEWORK
Demonstrate an understanding of the legislative history and foundation of special education.	1, 6	1A-B 2C	9		Competent
Summarize the Principles of Inclusion and apply them to a variety of classroom situations.	2	1A-D 2C	3		Competent
Explain the special education identification process from pre-referral through placement.	1, 2, 3	1A-D 2C 5C-D,F,I	1, 2, 3		Competent
Analyze IEPs for the purpose of designing and planning appropriate classroom instruction.	2, 3	1A-D 2C 5C-D,F,I	7, 3		Competent Intentional
Analyze the effects of SES, culture, demographics, race, and family on both schools' and students' specific needs.	3, 4	2A-C 3F 5C	1, 9	3	Intentional Culturally Responsive Leading
Demonstrate an understanding of creating/developing collaborative relationship among parents, teachers, and administrators.	4, 5, 7	5F-I	10		Intentional Culturally Responsive Leading
Develop teaching techniques that encourage acceptance of individual differences and diversity	5	2B-C 3B,F 5C	2		Intentional Culturally Responsive
Develop and implement teaching strategies that promote the learning of all students by addressing individual strengths and challenges in inclusive classrooms.	4, 5	1C-D 2B-D 3D, F	8		Intentional Reflective
Implement the ADAPT Framework to determine appropriate, individualized instructional needs.	4,5	1C-D 2B-D 3D, F	8		Intentional Reflective
Use the ADAPT Framework to appropriately design differentiated instruction.	4,5	1C-D 2B-D 3D, F	8		Intentional Reflective
Demonstrate an understanding of a variety of assessment tools including both formal and informal assessments.	4	1E 3E	6	4	Intentional
Identify and implement appropriate adaptations that can be made with both formal and informal assessment.	4, 5	1E 3E 4C	6	4	Intentional

Course Requirements

Participation involves completion of all assigned reading, course curriculum resources, and independent learning activities. Reading and studying the textbook material and Blackboard resources are essential to accomplishing course goals.

Access Blackboard on a continuous basis. Because this course is delivered exclusively online, the primary mode of communication will be through comments on graded materials, discussion boards and Concord email.

Field Placement and Practical Classroom Experience:

Field assignments are related to practical experiences in the classroom and assist students in applying the theoretical concepts of inclusion in an instructional setting. In order to gain the maximum benefit from these assignments/experiences, students need to invest sufficient time and thought into these activities. **Failure to successfully complete all related assignments and to submit satisfactory evaluations will result in failure of the course regardless of overall grade average from course assignments.**

Grading Policy and Scale, Make-up Policy, Late Work:

Grading Scale:

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	Below 60

Assignments have been assigned both a due date and a close date within Blackboard. Close dates are included to provide a two day grace period (generally during a weekend) so that you can submit your work a bit late but without penalty. Due to the nature of online courses, there is little time to extend assignments or to reopen and reassign due/close dates. Consequently, once an assignment has closed, it will NOT be reopened. In the event of an emergency, you MUST notify the course professor immediately if you find that you will not be able to submit an assignment prior to the close date. Please note: There is no guarantee that assignments will be reopened after they have closed.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

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NOTE: All items and/or due dates included in this schedule are subject to change at the discretion of the course professor. Students will be notified of any changes made.

ALL Modules and their accompanying assignments are available at the start of the term (JAN 14); however, each module will **CLOSE** on the designated dates below (unless you are notified by the course professor of changes). The closing time for each close date is 11:59 PM.

WEEK	Date	Topic/Module Title	Required Reading	Due Date	Close Date
1	JAN 14	Course Overview BLOG Topic: What Do You Bring to the Table? Review MODULE A: Field Experience Requirements	Review Course Syllabus and Blackboard Information	JAN 18	JAN 20 MAY 3
2	JAN 21	Module C: Introductory Module: Laying a Foundation for Inclusion		JAN 25	JAN 27
3	JAN 28	Inclusive Teaching as Responsive Education	Chapter 1	FEB 1	FEB 3
4	FEB 4	Understanding Learners with Special Needs: High-Incidence Disabilities or Conditions	Chapter 2	FEB 8	FEB 10
5	FEB 11	Understanding Learners with Special Needs: Low-Incidence Disabilities or Conditions	Chapter 3	FEB 15	FEB 17
6	FEB 18	Other Students with Special Learning Needs	Chapter 4	FEB 22	FEB 24
7	FEB 25	Developing Collaborative Partnerships in Schools and with Families	Chapter 5	MAR 1	MAR 3
8	MAR 4	Delivery of Appropriate Services to Students with Special Needs	Chapter 6	MAR 8	MAR 10
SPRING BREAK MARCH 11 – MARCH 15, 2019					
9	MAR 18	Promoting Access to the Curriculum	Chapter 7	MAR 22	MAR 24
10	MAR 25	Assessment and Data-Based Decision Making	Chapter 8	MAR 29	MAR 31
11	APR 1	Field Experience: Assessment Plan Check Point		MAY 3	
12	APR 8	Promoting Positive Behavior and Facilitating Social Skills	Chapter 9	APR 12	APR 14
13	APR 15	Teaching Literacy	Chapter 10	APR 19	APR 21
14	APR 22	Teaching Mathematics	Chapter 11	APR 26	APR 28
15	APR 29	FINAL WEEK OF CLASSES MAY 3 LAST DAY OF CLASS		MAY 3	
EXAM WEEK MAY 6 – 10, 2019					

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous

