



Center for Teacher Education

EDUC 374, Exceptional and English Language Learners in the Inclusive Elementary Classroom
 Section 001, CRN 45014
 Spring, 2019

Professor and Communication Information

Professor	Ann Gillies, Ph.D.
Office	Dominguez Hall (DH) 109D
Phone	(970) 248-1924
Email	agillies@coloradomesa.edu
Office Hours	Tuesdays 12:30pm-2pm, Wednesdays 9am-12pm, Thursdays 9:30am-1:30pm, other days and hours by appointment
Communications Policy	Emails and phone messages will be returned within 24 hours.
Assignment Grading and Feedback	The Professor will attempt to return grades and feedback on assignments within 1 week after the due date. If it is determined that grading will take longer than 1 week, the Professor will post an announcement in D2L. Individual feedback for all assignments will be given and available in D2L under the Grades tab. Questions regarding assignments are welcome via email, phone, or in person and the Professor will respond within 24 hours.

Course Information

Course Title	EDUC 374, Exceptional and English Language Learners in the Inclusive Elementary Classroom, Section 001, CRN 45014
Class Time	Tuesdays and Thursdays, 2:00pm-3:15pm and online in D2L
Classroom	Escalante Hall Room 129
Prerequisites	Admission in the Center for Teacher Education or permission of Professor
Drop Date	By February 6, 2019
Credit Hours	3. Please be prepared to spend at least 12 hours per week on this course (3 credit course x 4 hours of student preparation = minimum 12 hours per week) per Colorado Mesa University's policy.

Course Catalog Description

Study of exceptionalities and characteristics of English Language Learners (ELL). The use of strategies for identifying, adapting, accommodating, and/or modifying the learning environment to meet various needs is discussed. Includes information about intellectual disability, learning disability, social/emotional disorders, physical disabilities, giftedness, and English Language Learners.

This is a blended course; it blends classroom and online learning. Both classroom sessions and online D2L participation are required elements of this blended course.

Required Text and Materials

1. Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom, 7th ed.* Upper Saddle River, NJ: Pearson.

ISBN-13: 978-0-13-444789-6

2. One early childhood/elementary-level book (for children birth-6th grade) for Adapted Book assignment.

3. One 3-ring notebook with tabs for Resource Notebook assignment.

Link to the CMU bookstore <http://www.coloradomesa.edu/bookstore/>

Teacher Education Program Outcomes

1. Demonstrate understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive (Specialized Knowledge).

2. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (Specialized Knowledge)

3. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication to advance learning of individuals with exceptionalities. (Critical Thinking/Communication Fluency)

4. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

5. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (Specialized Knowledge/Applied Learning).

6. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (Specialized Knowledge/Communication).

7. Use multiple methods of assessment and data-sources in making educational decisions. (Critical Thinking/Quantitative Fluency)

Student Learning Outcomes

Upon satisfactory completion of this course, course participants should be able to:

-Demonstrate knowledge of the major principles and parameters of federal disabilities legislation. **(INTASC 6; CEC 9; CO 5)**

-Describe the qualification/identification system for English Language Learners to receive services. **(INTASC 4; CEC 1; CO)**

-Demonstrate understanding of the elements of an inclusive classroom, the rationale for inclusion, and the least restrictive environment (LRE) and its effect on curriculum, instruction, and assessment. **(INTASC 3; CEC 9; CO 5,6)**

-Demonstrate understanding of the individualized education plan (IEP) for students with disabilities as a means of ensuring that students receive educational opportunities based on their IEP goals and identified needs. **(INTASC 3; CEC 9; CO 5,6)**

-Identify the characteristics of exceptional learners and English Language Learners. **(INTASC 1,2; CEC 2,3; CO 1,5,6)**

-Develop effective teaching strategies and accommodations for all students. **(INTASC 8; CEC 4; CO 1,2,3,4) (INTASC 2,3,6,7; CEC 3,4; CO 2,3,4)**

-Modify instructional strategies, practices, content and materials to enhance the achievement of exceptional learners and English Language Learners. **(INTASC 2,3,6,7; CEC 3,4; CO 2,3,4)**

-Describe the RtI process. **(INTASC 9; CEC 4,8; CO 5,6)**

Methods of Evaluation/Grading Policy

Grade Items/Assignments	Points
1. Professional Disposition, Products Developed in Class, Community-Building Activities, Brain Break Activities, and Post-Class Reflections	15 points per class x 31 classes=465
2. 15 Weekly Discussion Posts and 2 Replies on D2L and/or Weekly Field Work with Dr. Gillies	15 points per Discussion Post and 2 Replies AND/OR 1 Hour Field Work with Dr. Gillies x 15 weeks=225
3. Final Project Presentation and Handout	100
4. Structured Task	25
5. Adapted Book	25
6. Song with Manipulatives	25
7. Resource Notebook	25
8. Final Exam	60
TOTAL	950

GRADING	SCALE
A	90 -100%
B	80 - 89%
C	70 -79%
D	60 - 69%
F	Under 60%

Grade Items/Assignments

- Professional Disposition, Products Developed in Class, Community-Building Activities, Brain Break Activities, and Post-Class Reflections.** Course participants will be assessed on displaying a professional disposition, class attendance, developing products in class as a result of class activities and group work, leading Community-Building Activities with a co-teacher, leading Brain Break Activities with a co-teacher, and writing a Post-Class Reflection at the conclusion of each class. See “Exhibiting a Professional Disposition” document in D2L under “Start Here”. (15 points per class x 31 classes=465 points)
- 15 Weekly Discussion Posts and Replies in D2L and/or Field Work with Dr. Gillies.** Course participants will write at least a 2-paragraph response each week in the form of a Discussion Post, to questions in D2L about assigned readings and topics (9 points per week). Also, participants will make at least 2 weekly replies to classmates’ Discussion posts (3 points per reply=6 points per week). Work in the Discussion Forum should show evidence of connections you are making to the assigned readings. Discussion Posts are due each week in D2L by Thursday and at least 2 Discussion Replies are due each week by Sunday. See Discussion Post Rubric and Discussion Reply Rubric. **OR** Course participants can choose to spend 1 hour per week doing field work with Dr. Gillies in lieu of the weekly Discussion Post and Replies. Field work may include accompanying Dr. Gillies to substitute teach in District 51 schools, community agency work, and Council for Exceptional Children (CEC) Club activities with people with disabilities. Both of these options (Discussion Forum Work and 1 hour of Field Work with Dr. Gillies) earn course participants 15 points for the week and course participants may choose to interchange these 2 options throughout the semester. (15 weeks x 15 points per week=225 points)
- Final Project Presentation and Handout.** Each course participant will choose an area/topic about learners, at the early childhood or elementary level, who are exceptional and/or English Language Learners that he/she wishes to research further and develop a deeper understanding of (for example: ESOL strategies for content learning, IDEA, RtI, multicultural education, assessment with students who use AAC, social language vs. academic language, Positive Behavior Support, AD/HD, autism, language acquisition, intellectual disability, low-incidence disabilities, gifted/talented, technology use with students with disabilities, differentiation, facilitating reading in students with LD, teaching math to students with visual impairments, affective filter, etc.). Research for the Final Project Presentation and Handout should include at least 3 references from current (2009-2019) books and/or journals and at least 3 websites; a total of 6 references. Each course participant must spend at least 2 hours with an early childhood/elementary-aged student (Target Student) who is somehow related to the Final Project Presentation topic. Develop a formal presentation that includes research about the topic as well as information you learned from your time spent with your target student. The presentation must also include an engaging class activity that shares/strengthens the topic information. Develop a 1-page, double-sided handout with important points from the presentation and all 6 references in APA format to pass out to classmates and the Professor. The presentation should be at least 15 minutes long and must include an engaging activity. Participants will select their presentation date the 1st week of class. See Final Project Presentation and Handout Rubric. (100 points)
- Structured Task.** Course participants will construct a structured task appropriate for early childhood/elementary-aged students with disabilities and/or who are English Language Learners. Pick a

curriculum standard and make a learning task that is highly visual, carefully organized, highly structured, engaging, and fun. This structured task may be for use with the course participants' Target Student or for future teaching. Dr. Gillies will provide many examples of structured tasks, access to the Writing With Symbols software, and materials to use to construct the structured task. The structured task is due in class on Thursday, February 21. Please be prepared to show the class how to teach a student to use the structured task and/or to engage an actual young student in the structured task. (25 points)

5. **Adapted Book.** Course participants will construct an adapted book appropriate for early childhood/elementary-aged students with disabilities and/or who are English Language Learners. Pick an early childhood/elementary-leveled, high interest book and adapt the book so diverse learners can interact with it, understand it, learn from it, and enjoy engaging with it. The adapted book may be for use with the course participants' Target Student or for future teaching. Course participants will need to purchase at least 1 copy of the book and Dr. Gillies will provide access to the Writing With Symbols software and materials to use to construct the adapted book. The adapted book is due in class on Thursday, March 14. Please be prepared to show the class how to teach a student to use the adapted book and/or to engage an actual young student in the adapted book. (25 points)

6. **Song with Manipulatives.** Course participants will plan an educational song with manipulatives lesson for early childhood/elementary-aged students with disabilities and/or who are English Language Learners. Pick a song that targets at least 1 early childhood/elementary curriculum standard and create a set of manipulatives (20-30) that students can use to engage with the song. Using a prerecorded song is acceptable, but do not use any prerecorded video. Dr. Gillies will provide access to the Writing With Symbols software and materials to use to construct the manipulatives. The song with manipulatives is due in class on Thursday, April 11. Please be prepared to teach the song lesson and distribute the manipulatives to the class to use during the song. (25 points)

7. **Resource Notebook.** Course participants will prepare a 3-ring notebook to collect and organize all resources shared with them and distributed to them throughout the course by the Professor, classmates, and guest speakers. It is recommended that the notebook contain some blank pages for the participants to jot down websites mentioned, lesson plans discussed, and ideas. The organization of the tabs/sections of the resource notebook can be of the course participants' preference, but all materials distributed throughout the semester must be included. The resource notebook is due in class on Thursday, May 9. The Professor will collect them on Thursday to grade them and return them to course participants on the day of the Final Exam or earlier for them to keep. (25 points)

8. **Final Exam.** The Final Exam will be during Finals Week on Tuesday, May 14 from 1:00pm-2:50pm per the CMU Final Exam Schedule for Spring, 2019. Course participants will be assigned a co-teacher and textbook chapters, and using whatever resources they would like, prepare, and then share a task(s) selected from a menu, on the content covered in the assigned textbook chapters. Course participants will be graded on the task(s) they share as well as how collaboratively they work with their co-teacher. (60 points)

Attendance Policy

Attendance to every on-campus class session (31 classes) is required, and weekly online D2L participation and/or field work with Dr. Gillies is required.

Course Correspondence

All communication in this course will be made via CMU email account. Please include the title of the course in the subject line of emails to the Professor (example: EDUC 374). Check email regularly throughout the semester. The Professor will respond to emails within 24 hours.

Plagiarism and Academic Integrity

Please review the CMU policy at http://www.coloradomesa.edu/academics/policies/academic_integrity.html>

Netiquette

“Netiquette” refers to the etiquette by which course participants should abide when using online services for classes and campus communications. This includes email, social media, online chat, blogs, online discussions or message boards, instant messages, etc. Although students are participating in course activities and using course materials online, the [CMU Student Code of Conduct](#) still applies. Online participants are expected to behave in a respectful manner that is supportive to other learners, participants, and faculty.

Online behavior should foster an environment that is productive and thoughtful. Netiquette provides guidelines for facilitating this positive atmosphere. Some basic principles of netiquette include:

- **Be respectful.** Remember that you are communicating with actual people. Be courteous and show respect, even if you have differences of opinion. Remember to treat others as you’d like to be treated. Good manners apply online as well as in the traditional classroom.
- **Think before you post.** Follow posting directions and examples. Be aware of who may be able to view your posting, and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Stay on topic.** Make sure your communication is related to the subject and does not wander off-topic. Ask questions that are appropriate and relevant to the topic. Keep academic discussions free of “chit-chat”.
- **Write clearly.** Even though the online environment may seem more informal than your face-to-face class, you are still in an academic course and mature communication is expected. Correct spelling and grammar are required. Proper sentence structure and punctuation should be used. Avoid abbreviations and “text speak.”
- **Use appropriate language and style.** Profanity or offensive wording is not acceptable. ALL CAPS and repeated punctuation (???? or !!!!) should be avoided. While it is okay to have robust discussions and differences of opinion, avoid inflammatory wording ‘flaming’ that might start arguments. To disagree, use language that encourages intelligent discourse and discussion. Ignore statements by others that appear inflammatory.
- **Be considerate of others.** Do not make derogatory, condescending, or harassing remarks. Communication

should be well-intentioned and well-articulated. It should foster a positive learning environment. Be aware of how sarcasm may be misinterpreted by your readers. Bullying, threatening, or abusive language will not be tolerated.

- **Allow for misunderstandings.** Keep in mind that writing can often convey the incorrect tone or intention. Make allowances for unintended rudeness or misunderstanding.
- **Cite your sources.** If you post work that is not your own or contains work that is not your own, be sure to reference your sources.
- **When in doubt, do not send or post.**

Technology & Technology Skill Requirements

Participants will need basic computer skills and should be comfortable using a word processing program, browsing for files, and copying and pasting between programs. Participants will need a computer that connects to the Internet. Username and password are required for access. If participants do not own a computer or if the computer malfunctions during the term, participants will be expected to identify a computer to use. Technology issues are not an excuse for missed or late work.

Colorado Mesa University strongly prefers students use the following technology minimums: DSL/Cable modem and high-speed Internet connection, Microsoft Windows XP or later, Microsoft Office 2003 or later, and Java Runtime Environment 7.

Technical Help

If participants experience a technical problem, call the Help Desk at (970) 249-2111 to receive technical support in the following areas:

- Usernames and passwords
- Desire2Learn
- MavZone
- Microsoft Office products
- Groupwise email
- Connecting to the wireless network
- Desktop computer hardware installation and troubleshooting
- Desktop software installation and troubleshooting
- Network file storage

Withdrawal Statement

Regular class attendance is expected. CMU is required by law to verify the enrollment of students who participate in Federal Title IV student aid programs and/or who receive educational benefits through other funding sources. CMU is responsible for identifying students who have not attended or logged into a class for which they are registered. At the conclusion of the first week of a semester, the Professor will report any registered students who have "Never Attended" a class so that those reported students will be

administratively withdrawn from that class. However, it is the student's responsibility to withdraw, using the appropriate CMU form, from any class which she/he is no longer attending or risk receiving a failing grade in that class. Student's wishing to withdraw must complete and submit the appropriate CMU form by the established withdrawal deadline.

General Student Services

- **Educational Access Services:** In coordination with Educational Access Services, accommodations will be provided for qualified students with disabilities. Please meet with the professor the first week of class to make arrangements. Nancy Conklin, the Coordinator of Educational Access Services, can be contacted at (970) 248-1826, or in person in Houston Hall, Suite 108.

Tutorial Learning Center=TLC in HH 113: The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC! At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday through Thursday from 8am-6pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

The Writing Center in HH 223: The Writing Center serves students across all disciplines and various stages of the writing process. We provide support for students to assimilate into the writing conventions of the university and their specific academic disciplines. Hours of operation are Monday-Friday 10-5 pm. Tutoring in writing will be located at branch campus also. Workshops for students in APA/MLA and English Language Learner small group tutoring is available.

Research Assistance @ Tomlinson Library: CMU's professional reference librarians support students with their research (finding print and electronic resources, evaluating sources, and citing them) – so don't be shy! 24/7 chat support from librarians is available via the library homepage and/or you can email your questions to libref@coloradomesa.edu. The Reference Desk is on the first floor of Tomlinson Library. Reference Desk hours: Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; and Sunday 1pm-9pm. You can also reach a librarian by calling 970.248.1860.

- **Student Services:** The Office of Student Services works to support CMU students in all aspects of college life, by offering a vast array of services, resources and programs that make each student's time at Colorado Mesa University as exciting and successful as possible. Student Services works collaboratively with faculty, students, and staff to create a campus community that fosters the growth of students as strong individuals and productive citizens. To learn more, go to <http://www.coloradomesa.edu/student-services>.
- **Financial Aid:** Financial aid staff is dedicated to assisting you in sorting through the various forms of student financial aid. We believe that by helping you take advantage of a variety of available resources, you will find an education at Colorado Mesa University is attainable. Our office is located in the lower level of Lowell Heiny Hall, Room 116. Our phone number is (970)248-1396, or you may contact us via email at financialaid@coloradomesa.edu

- **Advising Center:** Advisors can assist students with course selection and registration, major exploration, and identifying strategies for academic success. The Advising Center is committed to promoting academic success and in facilitating students to attain their educational goals. We are located in Lowell Heiny Hall, on the lower level, room 127. Our phone number is (970)248-1177, or toll free at 1-800-982-6372 (option #7 or extension 1177). Our FAX number is (970)248-1267. You can also reach us via email at advising@coloradomesa.edu Appointments are scheduled from 9:00 to 4:00, Monday through Friday. Please call a week or two in advance of your desired appointment date to schedule. Bring your picture ID, as failure to do so may result in a rescheduled appointment.
- **Business and Financial Services Office:** The Business and Financial Services Office is located in the lower level of Lowell Heiny Hall. Our staff is available to assist you Monday through Friday from 8:00 am to 5:00 pm, MST. Our phone number is (970)248-1567, our FAX number is (970)248-1136, or you may contact us via email at businessoffice@coloradomesa.edu

Course Schedule

Weeks	Dates	Topics	Assignments Due
1	1/22-1/27	Special Education and Inclusive Schooling	-Read text Chapter 1 -D2L Module Start Here -Discussion Post + 2 Replies OR 1 Hour Field Work
2	1/28-2/3	Response to Intervention and Multitiered Systems of Support: Developing Success for All Learners	-Read text Chapter 2 -Discussion Post + 2 Replies OR 1 Hour Field Work
3	2/4-2/10	Communicating and Collaborating with Other Professionals and Families	-Read text Chapter 3 -Discussion Post + 2 Replies OR 1 Hour Field Work
4	2/11-2/17	Teaching Culturally and Linguistically Diverse Students	-Read text Chapter 4 -Discussion Post + 2 Replies OR 1 Hour Field Work
5	2/18-2/24	Promoting Social Acceptance and Managing Student Behavior	-Read text Chapter 5 -Discussion Post + 2 Replies OR 1 Hour Field Work -Structured Task due in class 2/21
6	2/25-3/3	Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder	-Read text Chapter 6 -Discussion Post + 2 Replies OR 1 Hour Field Work
7	3/4-3/10	Teaching Students with Communication Disorders	-Read text Chapter 7 -Discussion Post + 2 Replies OR 1 Hour Field Work

8	3/11-3/17	Teaching Students with Emotional and Behavioral Disorders	-Read text Chapter 8 -Discussion Post + 2 Replies OR 1 Hour Field Work -Adapted Book due in class 3/14
	3/18-3/24	SPRING BREAK	-None
9	3/25-3/31	Teaching Students with Autism Spectrum Disorders/ Pervasive Developmental Disorders	-Read text Chapter 9 -Discussion Post + 2 Replies OR 1 Hour Field Work
10	4/1-4/7	Teaching Students with Intellectual and Developmental Disabilities	-Read text Chapter 10 -Discussion Post + 2 Replies OR 1 Hour Field Work
11	4/8-4/14	Teaching Students with Lower-Incidence Disabilities	-Read text Chapter 11 -Discussion Post + 2 Replies OR 1 Hour Field Work -Song with Manipulatives due in class 4/11
12	4/15-4/21	Differentiating Instruction and Assessment for All Learners	-Read text Chapter 12 -Discussion Post + 2 Replies OR 1 Hour Field Work
13	4/22-4/28	Promoting Content Learning Through the Teaching and Learning Connection	-Read text Chapter 13 -Discussion Post + 2 Replies OR 1 Hour Field Work
14	4/29-5/5	Facilitating Reading and Facilitating Writing	-Read text Chapters 14 and 15 -Discussion Post + 2 Replies OR 1 Hour Field Work
15	5/6-5/12	Helping All Students Succeed In Mathematics	-Read text Chapter 16 -Discussion Post + 2 Replies OR 1 Hour Field Work -Resource Notebook due in class 5/9
Finals Week	Tuesday, May 14 1:00 pm-2:50 pm	Final Exam	-Final Exam Tuesday, May 14 At 1:00 pm in Escalante Hall, Room 129