

Course Syllabus BIS 4306.01I

School of Interdisciplinary Studies
Teacher Development Center
The University of Texas at Dallas

These contents and timelines are subject to change at the discretion of Dr. Ashmore.

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Course Information

Course Number Section BIS 4306.01I
Course Title Strategies for Diversity in Education???
Term and Dates Fall 2012

Professor Contact Information

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Office Location HH 2.906
Online Office Hours *by appointment only*
In-Office Hours *by appointment only*

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students taking teacher certifications course are expected to show above average skills in the following areas:

- Critical reading, writing and thinking skills
- Basic to mid-level computer skills
- Effective time-management skills
- Effective study skills
- Effective communication skills
- Ability to reason logically and make sound judgments

Please contact the Teacher Development Center for questions concerning certification requirements.

Course Description

This course prepares students to meet the challenge of teaching for inclusion, teaching students with diverse educational needs in the general education classroom. Students will examine the roles of various professionals, overview the identification and needs of special education students and gifted and talented students through the lenses of gender, ethnicity, socioeconomic status, culture and language. Students will learn about IEPs, ARDs, legal requirements, collaboration, instructional differentiation, mediated instruction, cooperative learning, inclusion, and assessment techniques applicable for diverse learners in the general education classroom.

Student Learning Objectives/Outcomes

1. Students will develop their concept of teaching for inclusion as it relates to special needs students with diverse educational needs in a general education setting.
2. Students will demonstrate their ability to differentiate instruction in an inclusive general education classroom for students with learning differences, Autism Spectrum Disorder, behavioral and emotional disabilities, and intellectual disabilities.

3. Students will demonstrate their knowledge and understanding of Response to Intervention (RTI) in the inclusive general education classroom.
3. Students will discuss and explain differentiated instruction as it relates to knowing students' abilities as well as using informal and formal assessments to guide instruction of special needs students in an inclusive general education classroom.
4. Students will demonstrate their knowledge of the neurodevelopmental framework as a tool for including diverse learners in their general education classroom.
5. Students will demonstrate their understanding of IDEA 2004, IDEIA, Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act as it relates to students with disabilities in the inclusive general education classroom.

Required Textbooks and Materials

Required Texts:

- (2010). *A table of neurodevelopmental constructs*. Chapel Hill, NC. All Kinds of Minds.
- McLeskey, J., Rosenberg, M.S., & Westling, D.L. (2013). *Inclusion: Effectives practices for all students*. 2nd ed. Pearson.
- Tomlinson, C.A. (2005). *How to differentiate instruction in mixed-ability classrooms*. 2nd ed. Upper Saddle River, NJ. Pearson.

Required Materials: Handouts from instructor via email to your UTD email account

Suggested Course Materials (optional)

- See Course Module 13: Strategies and Resources
- Levine, M. (1990). *Keeping a head in school*. Cambridge and Toronto: Educator's Publishing Service, Inc. <http://www.eps.com>
- Pohlman, C. (2008). *Revealing minds: Assessing to understand and support struggling learners*. San Francisco: Jossey-Bass, A Wiley Imprint <http://www.josseybass.com>

Textbooks and some other bookstore materials are available in stock at Off-Campus Books. They also can be ordered online through [Off-Campus Books](#).

Course Policies

Email Policy:

- Email to Dr. Ashmore will be read and accepted only at baa47@utdallas.edu
- Only emails identified with your name and class will be answered.
- Put the Course numbers with your full name in the subject line of your email to ensure it will be opened. e.g.: BIS 4306-Your Name
- Please address the recipient respectfully and use correct, proper grammar and spelling.
- Email correspondence should be appropriate and not request handouts, notes, grades, etc. to be faxed or sent to you.
- *NEVER make a request to treat your course work and grade differently than what is outlined in this syllabus.
- *Please do not request special favors or expect special consideration be given to you that is not afforded to other students in the class.

* Email messages containing such content (as described above) will not be answered. Inappropriate emails will be forwarded to the Teacher Development Center Director.

Make-up exams:

If a student fails to take an exam within the specified period of time allotted in *eLearning*, the student must contact Dr. Ashmore *immediately*. The exam must be made up within one week from the date and time it was originally scheduled to be taken.

Extra Credit:

NONE

Late Work: Student(s) will lose 5 points for each day the work is late.

Special Assignments: NONE

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity, especially the Private group (discussion group). Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects within any specified period.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Note: Students are expected to conduct themselves in an adult, professional manner at all times treating one's self and all others with the utmost respect. Displays of unprofessional behavior online or face-to-face carry sanctions (up to a 50 –point deduction from final points earned).

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students must immediately report any problems to the instructor via UTD email AND contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the [Getting Started with eLearning \(Pilot\) webpage](#).

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Course Access and Navigation

This course was developed using a web course tool called eLearning Pilot. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearningpilot.utdallas.edu/>. Please see more details on [course access and navigation information](#).

To get started with an eLearning course, please see the [Getting Started with eLearning \(Pilot\) webpage](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. The UTD user community can also access the support resources such as self-help resources and a Knowledge Base. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

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Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the

semester. For more details, please visit the [eLearning Pilot Tutorials webpage](#) for video demonstrations on numerous tools in eLearning Pilot.

Interaction with Instructor:

The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns, questions or requests for an appointment to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages **within 3 working (M-F) days under normal circumstances.**

Discussion Board Requirements

This course has a significant amount of communication happening inside the Discussion Board. Each module has specific discussion board topics and learning activities the students are expected to participate in. Some of these boards are class discussions and some private group discussions. Students are expected to participate in each module's discussion boards during the dates specified for that particular module.

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Student Resources

The following university resources are available to students:

- **UTD Distance Learning:** <http://www.utdallas.edu/elearning/students/cstudents.htm>
- **McDermott Library:** Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/library/distlearn/disted.htm>.

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Course Assignments and Values

A. Participation (up to 30 points)

These points will be awarded at the discretion of Dr. Ashmore based on your consistency of participation, quality of participation, collaboration and professionalism. You may earn up to 30 points for participation.

B. Exams (300 points)

There will be three (3) exams. Each exam will be online and accessible for a specified period of time. The exams will occur as follows:

- Exam 1 (100 points) will be taken after the completion of Module 5. It will cover information learned in Modules 2-3-4 and 5.
- Exam 2 (100 points) will be taken after the completion of Module 8. It will cover information learned in Modules 6 and 8.
- Exam 3 (100 points) will be taken after the completion of Module 11. It will cover the information learned in Modules 9-10 and 11.

C. Culminating Learning Project (100 points)

The description and rubric for the CLP may be found inside the Assignment link from the Course Menu. You will publish your CAP inside the course for your classmates/colleagues to view.

D. Course Evaluation (10 points)

This evaluation will be submitted to Katrina Adams, the wonderful lady who has created the course inside eLearning for me. She will gather your comments anonymously. Katrina will give me the collated comments *after* your course grades are posted in Orion. I will use your comments to improve the course. Thank you.

1. Which experiences/features in this course had the greatest impact on your learning? Explain why.
2. Which experiences/features in this online course had the least impact on your learning? Explain why.
3. Explain how your thinking changed, if at all about the prospect of teaching students with special needs.
4. How did this course contribute to those changes in your thinking?
5. To improve this course, you should

Grading and Grading Policies

Grading Information

Earned grades will be assigned as follows:

	POINTS
Exam 1	100
Exam 2	100
Exam 3	100
CAP – final project	100
Participation	Up to 30
Course evaluation	10
Total	440

Grading Scale

Points	Grade
440-426	A+
425-412	A
411-396	A-
395-381	B+
380-367	B
366-352	B-
351-337	C+
336-323	C
322-308	C-
307-293	D+
292-279	D
278-264	D-
263 and below	F

Grading Policy

- All written assignments are expected to be of high quality exhibiting excellent use of Standard American English. Thoughts should be clearly articulated and concisely expressed using excellent execution of writing conventions, writing style, organization, and spelling. Anything put in writing as a professional educator must be perfectly written and clearly expressed. Begin that practice now!
- The instructor will not pre-grade any assignment. All assignments will be graded then returned at the same time.
- All assignments are due to the instructor on the date due. Where assignments may be due via eLearning, students will have until midnight on the date due to submit an assignment. No assignment will be accepted after midnight on the due date. Prepare assignments well ahead of the due date/submission date to accommodate any untimely problems with technology—computer, printer, ISP provider, WebCT, etc.
- No assignments or portion(s) of an assignment will be accepted via email unless otherwise indicated or the instructor has directed the assignment be brought to class,
- All assignments must be typed. No handwritten work will be accepted.
- Please make a copy of all work submitted. In the highly unlikely event an assignment is lost or misplaced, the burden of proof rests with the student.

Accessing Grades

Students can check their grades by clicking “My Grades” under Course Tools after the grade for each assessment task is released.

Private Group Assignments/Projects

Private groups for collaborative discussions and learning activities will be assigned at the beginning of the semester. Private group assignments will be based upon the teaching certification you are seeking. If you are undecided you will select a grade level EC-6, 4-8 or 8-12 and your private group will be based upon your grade level selection. Private groups will be announced under Announcements. A private discussion area will be set up on the discussion board for internal group communications. A group chat room can also be created for each group to use.

Assignment submission instructions

Private Group Learning Activity Submissions

You will submit your private group assignments using this format: **Group #_ LearningActivityName**, by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). Please refer to the Help menu for more information on using this tool. **Please note:** each assignment link will be deactivated after the assignment due time. After your submission is graded, you may click each assignment's "Graded" tab to check the results and feedback.

Note: For the private group learning activities, *one* group member will submit the assignment for the group and all group members will be able to view the results and feedback once comments have been made from Dr. Ashmore and/or classmates.

Course Exams and Mini Quizzes

There will be three course exams. Each exam is worth 100 points.

- Exam 1 will occur at the conclusion of Module 5 and cover the contents of modules 3-4-5.
- Exam 2 will occur at the conclusion of Module 8 and cover the contents of modules 6 and 8.
- Exam 3 will occur at the conclusion of Module 11 and cover the contents of modules 9-10-11.

There is a mini-quiz at the conclusion for each module except modules 1 and 2. These mini quizzes are for your practice with content. Course points earned for taking mini quizzes will be awarded as part of Participation points.

You can access quizzes/exams by clicking the Assessments link on the course menu or see the quiz/exam icon on the designated page. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click "Begin Assessment". After each quiz is graded and released, you may go back to the Assessments page and click "View All Submissions" to review your exam results.

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Academic Calendar

See Course Calendar in *eLearning* for due dates, exam dates, timeline for course modules.

WEEK OF:	TOPIC/LECTURE	COMPLETION/DUE DATE
1 Aug 27	Module 1: Introduction Module 2: What do you see?	Sept 2
2 Sept 2	Module 3: So what is inclusion?	Sept 9
3 Sept 9	Module 4: It's the law	Sept 16
4 Sept 16	Module 5: RTi	Sept 30
5 Sept 23	Module 5: RTi	Sept 30
EXAM 1	<i>You will have 75 minutes to complete the exam once</i>	<i>Available Sept 30-Oct 6</i>

	<i>you begin.</i>	
6 Sept 30	Module 6: Differentiate. what?	Oct 14
7 Oct 7	Module 6: Differentiate. what?	Oct 14
8 Oct 14	Module 8: Learning Differences	Nov 11
9 Oct 21	Module 8: Learning Differences	Nov 11
10 Oct 28	Module 8: Learning Differences	Nov 11
11 Nov 4	Module 8: Learning Differences	Nov 11
EXAM 2	<i>You will have 75 minutes to complete the exam once you begin.</i>	<i>Available Nov 12-17</i>
12 Nov 11	Module 9: Emotional & Behavioral Disorders	Nov 18
13 Nov 18	Module 10: Intellectual Disabilities	Dec 2
14 Nov 25	Module 11: Autism Spectrum Disorders	Dec 2
EXAM 3	<i>You will have 75 minutes to complete the exam once you begin.</i>	<i>Available Dec 2-8</i>
15 Dec 2	<i>Culminating Learning Project</i>	Dec 9

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Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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