

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.

| [Course Info](#) | [Tech Requirements](#) | [Access & Navigation](#) | [Communications](#) | [Resources](#) | [Assessments](#) |
[Course Academic Calendar](#) | [Scholastic Honesty](#) | [Course Evaluation](#) | [UTD Policies](#) |

Course Information

Course Number Section BIS 4306.01I
Course Title Strategies for Diversity in Education
Term and Dates Spring 2013

Professor Contact Information

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Online Office Hours *by appointment only*
In-Office Hours *by appointment only*

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

Students taking teacher certification courses 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 demonstrate their understanding and implementation of inclusion as it relates to special needs students with diverse educational needs in a general education classroom/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 through successful completion of course assignments..

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 and effectively instructing 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.

Other Required Materials: Handouts inside course in *Blackboard*.

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

Suggested Course Materials (optional)

- ❖ Management Resources Book for Elementary and Middle School Generalists. Available for \$80.00 through <http://www.allkindsofminds.org/> Locate the navigation on the left side of the page. Select "Reach More Learners."
- ❖ Management Resources Book for Subject Specialists: Middle and High School Subject Specific Teachers for \$80.00 through <http://www.allkindsofminds.org/> Locate the navigation on the left side of the page. Select "Reach More Learners."
- 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>
- ❖ The instructional strategies and accommodations in these spiral-bound books correlate with the neurodevelopmental constructs and are effective with all students.

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 First and Last Name
- Please address any recipient of your email respectfully using correct, proper grammar and spelling.
- Email correspondence with Dr. Ashmore and all other should be appropriate.
- *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: Student failing to take an exam within the specified period of time allotted in *eLearning* must contact Dr. Ashmore *immediately*. Any make-up will be considered on a student by student basis.

Extra Credit: NONE

Late Work: Student(s) will lose 5 points for each day the work and/or exams are late IF Dr. Ashmore agrees to accept it.

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 discussion groups in 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 UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. instructor via UTD email AND contact the instructor. The UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time. The instructor will assist as necessary to fix a problem.

[Top](#)

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](#).

[Top](#)

Course Access and Navigation

This course was developed using a web course tool called eLearning. 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 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>.

[Top](#)

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 Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

Interaction with Instructor:

The instructor will communicate with students mainly through 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. The instructor usually accesses the course in late afternoon.***

Discussion Board Requirements

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

[Top](#)

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>.

[Top](#)

Course Assignments and Values

A. Participation (up to 30 points at 100% of total points)

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

B. Modules Quizzes (up to 900 points at 33.3% of total points)

There are quizzes for Modules 2-3-4-5-6, 8-9-10 and 11. Each quiz is worth 100 points and is to be taken at the conclusion of each module. You may take each quiz up to 2 times.

C. Module Group Assignments (up to 300 points at 100% of total points)

Modules 4, 6 and 8 require the completion of a Group collaborative assignment based on the material in those modules. Each group assignment results in a product worth up to 100 points for each member of the Group Discussion group.

D. Exams (up to 400 points at 100% of total points)

There will be two (2) exams. Each exam will be online and accessible for a specified period of time as indicated in the Course Academic Calendar. The exams will occur as follows:

- Exam 1 (200 points) will be taken after the completion of Module 5. It will cover information learned in Modules 2-3-4 and 5.
- Exam 2 (200 points) will be taken after the completion of Module 8. It will cover information learned in Modules 6 and 8.

E. Culminating Learning Project (up to 200 points at 100% of total)

The description and rubric for the CAP may be found inside the Assignment link from the Course Menu. You will submit your CAP inside the Assignment link and then publish your CAP inside the Class Discussion tool for your classmates/colleagues to view.

F. Course Evaluation (10 points at 100% of total)

This evaluation will be submitted to Katrina Adams, the wonderfully talented lady who created the course inside eLearning for us. 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 for future students. 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
Participation	Up to 30
Module Group Assignments	Up to 300
Module Quizzes	Up to 300
Exam 1	200
Exam 2	200
CAP – final project	200
Course evaluation	10
Total	1240

Grading Scale

Points	Grade
1240-1226	A+
1225-1112	A
1111-1096	A-
1095-1081	B+
1080-1067	B
1066-1052	B-
1051-1037	C+
1036-1023	C
1022-1008	C-
1007-993	D+
992-979	D
978-964	D-
963 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 well written and clearly expressed. Begin that practice now!
- The instructor will not pre-grade any assignment.
- All assignments are due to the instructor on the date due (see Course Academic Calendar) inside *eLearning* unless otherwise specified. **Students will have until 11:59 p.m. on the date due to submit an assignment.**

eLearning will not accept assignments as on time after the due date. Prepare assignments well ahead of the due date/submission date to accommodate any untimely problems with technology—computer, printer, ISP provider, Blackboard, etc.

- No assignments or portion(s) of an assignment will be accepted via email unless otherwise indicated by the instructor.
- 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.

Group Discussion Groups for Collaboration

Group discussions groups for collaborative discussions and learning activities will be assigned at the beginning of the semester. Discussion groups will be announced under Announcements. A group discussion area will be set up on the group discussion board for internal group communications. Two tools are available to each group. The first is a “collaboration” area which is chat room available to your group only. The second is a “blog” which is available to your group only. These are optional features for each group.

Group Discussion Learning Activities submission instructions

Group Discussion Learning Activity Submissions

Inside the Assignment & Exams tool on the left-side navigation are Group collaborative assignments for Modules 4, 6 and 8. These collaborative assignments may also be found inside each module. Save the group product for the assignment using this format: **Group #_ LearningActivityName** . You submit the product inside Assignments & exams. Then publish your group products to all of your classmates/colleagues using the Class Discussion tool.. 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.

Note: HOW TO SUBMIT for you GROUP: For the group discussion learning activities, *one* group member will submit the assignment for the group and all course members will be able to view the submission. Designate that person amongst yourselves.

Course Exams and Module Quizzes

There will be two course exams. Each exam is worth 200 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.

There is a module quiz at the conclusion for each module except modules 1 and 2. You may take each module quiz up to two times.

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.

[Top](#)

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.

[Top](#)

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.

[Top](#)

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.

[Top](#)

Teacher Development Center Policies

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

[Top](#)

Course Academic Calendar

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

WEEK OF:	TOPIC/LECTURE	COMPLETION/DUE DATE
1 Jan 14	Module 1: Introduction-- Syllabus and Fitness to Teach Module 2: What do you see?	Jan 21
2 Jan 21	Module 3: So what is inclusion?	Jan 28
3 Jan 28	Module 4: It's the law	Feb 4
4 Feb 4	Module 5: RTi	Feb 11
5 Feb 11	Module 5: RTi	Feb 11
EXAM 1	<i>This exam releases on February 12, 2013 at 12:00 midnight and must be submitted no later than February 18, 2013 at 11:59 p.m.</i>	<i>Available Feb 12-18</i>
6 Feb 18	Module 6: Differentiate. what?	Mar 11
7	Module 6: Differentiate. what?	Mar 11

Feb 25		
8 Mar 4	Module 6: Differentiate. what?	Mar 11
9 Mar 11	SPRING BREAK: a chance to get caught up	
10 Mar 18	Module 8: Learning Differences	April 8
11 Mar 25	Module 8: Learning Differences	April 8
12 April 1	Module 8: Learning Differences	April 8
EXAM 2	<i>This exam releases on April 9, 2013 at 12:00 midnight and must be submitted no later than April 15, 2013 at 11:59 p.m.</i>	<i>Available April 9-15</i>
13 April 8	Module 9: Emotional & Behavioral Disorders	April 15
14 April 15	Module 10: Intellectual Disabilities	April 22
15 April 22	Module 11: Autism Spectrum Disorders	April 29
16 April 29	<i>Culminating Learning Project</i>	May 4

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