



EDTP 3301 Foundations of Inclusion and Differentiation (2-2)  
First Semester

**Instructor Information**

<b><i>Instructor:</i></b>
<b><i>Email:</i></b>
<b><i>Office Voice Mail Line:</i></b>
<b><i>Campus office hours:</i></b>
<b><i>Virtual Office Hours:</i></b>

**Course Description**

This is a survey course that focuses on effective instruction, assessment, and management strategies for working with diverse learners to build capacity for a culturally responsive learning environment. Increase self-awareness and examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners. This course includes field-based experiences.

**Student Learning Outcomes**

Upon successful completion of this course the student will:

1. Define and discuss special education, inclusion and its impact in the general education classroom, least restrictive environment, and laws that affect special education.
2. Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment and describe various methods of collecting data used in documenting progress.
3. Create a safe, positive, and supportive learning environment in which diversity, self-advocacy and increased independence are valued;
4. Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in a variety of settings.
5. Recognizes how children differ in approaches to learning and reflect upon creating instructional opportunities across all content that adapt and modify for diverse learners.
6. Describe how to collaborate with others to promote positive classroom behavior and how to create a safe, caring, school environment.

**Pedagogy and Professional Responsibilities:**

<u>Knowledge</u>	<u>Skills</u>	<u>EC-3</u>	<u>TEKS</u>	<u>PKG</u>
<b>Standard 1:</b> 1.1, 1.2, 1.3, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.12, 1.24	<b>Standard 1:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18,	1.1, 1.3	TEKS are applied in projects/lesson plans based on	PKG are applied in projects/lesson plans based on

<u>Knowledge</u>	<u>Skills</u>	<u>EC-3</u>	<u>TEKS</u>	<u>PKG</u>
	1.19, 1.20, 1.21, 1.24, 1.28, 1.29		grade level and content area chosen for assignments	content area chosen for assignments
<b>Standard 2:</b> 2.1, 2.2				
<b>Standard 3:</b> 3.12, 3.13, 3.14, 3.15, 3.16,	<b>Standard 3:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.1, 3.12, 3.13, 3.14, 3.18, 3.19, 3.20			
<b>Standard 4:</b> 4.1, 4.2, 4.3, 4.4, 4.5, 4.15, 4.16, 4.17, 4.18	<b>Standard 4:</b> 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.16, 4.17, 4.18, 4.19			

### Textbook

Hallahan, D. P., Kauffman, J. M., and Pullen, P. C. (2019). *Exceptional Learners: An Introduction to Special Education*. Pearson. ISBN:13: 978-0-13-480693-8

Weekly reading assignments and constructed responses will help you prepare for the in-class activities.

### Course Evaluation

Course evaluation is determined by the following ratings:

<b>Letter Grades &amp; Percentages</b>	<b>Points</b>
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

- SPED Acronyms Scholar's Vocabulary – 25 points
- Cultural Reflection Essay – 25 points
- Inclusive Activities (2) – 50 points each
- Lesson Plans (2) – 50 points each
- Differentiated Classroom Presentation – 50 points
- Field Experience Reflection Journal – 100 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

## Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

## Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

## Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 160 [Pedagogy and Professional Responsibilities EC-12](#)
- [293 Science of Teaching Reading](#)
- [292 EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

## Course Technology

Courses are web-enhanced. Consistent with the State of Texas Standards for Teachers and Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System

- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

### **Course Communications**

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

### **Student Responsibilities and Class Policies:**

#### **Attendance**

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

#### **Assignment Submissions**

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

#### **Late Work**

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

#### **Scholastic Dishonesty**

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

## **Field Experiences**

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

## **Title IX: Non-Discrimination Statement**

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131,  
Midland, Texas 79705, (432) 685-4781, [tbaker@midland.edu](mailto:tbaker@midland.edu)

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

## **Americans with Disabilities Act (ADA) Statement**

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit [www.midland.edu/accommodation](http://www.midland.edu/accommodation) and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

## **Support Our Students**

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

## **Cell Phone Rules**

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

## Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

## Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

<b>Week/Student Learning Outcome(s) (SLOs)</b>	<b>Readings and Preparation for This Week's Class</b>	<b>In-Class Activities</b>	<b>Assignment (Points)</b>	<b>Due Date</b>
1 SLOs: 1, 3	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Ch 1: Exceptionality and Special Education (pp. 1 – 18)</li> <li>• Ch 2: Current Practices for Meeting the Needs of Exceptional Learners (pp. 20 – 43)</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course Expectations</li> <li>• Ethics and Dispositions</li> <li>• Field Experience</li> <li>• Assignments</li> <li>• “What makes special education special?”</li> <li>• History of special education</li> <li>• Special Education law</li> <li>• Teachers' roles in providing special education</li> </ul>	<ul style="list-style-type: none"> <li>• SPED acronyms scholar's vocabulary <b>(25 pts)</b></li> </ul>	Monday by Midnight
2 SLOs: 2, 4, 5	<ul style="list-style-type: none"> <li>• Ch 3: Multicultural and Bilingual Aspects of Special Education (pp. 45 – 60)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment issues</li> <li>• Ethnicity and exceptionality</li> <li>• Effective instruction for multicultural and ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Iris Module: Prevalence <b>(25 pts)</b></li> </ul>	Monday by Midnight
3 SLOs: 1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>• Ch 4: Parents and Families (61 – 76)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding families' emotional reactions</li> <li>• Family Centered approach</li> <li>• Communication, support, coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Model Essay <b>(25 pts)</b></li> </ul>	Monday by Midnight

Week/Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week's Class	In-Class Activities	Assignment (Points)	Due Date
4 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Ch 5: Learners with Intellectual and Developmental Disabilities (pp. 78 – 104)</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Characteristics</li> <li>Identification</li> <li>Educational considerations</li> <li>Assessment</li> <li>Early intervention</li> </ul>	Iris Module: <a href="#">Dual Language Learners with Disabilities</a> (25 pts)	Monday by Midnight
5 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Ch 6: Learners with Learning Disabilities (pp. 107 – 136)</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Characteristics</li> <li>Identification</li> <li>Educational considerations</li> <li>Assessment</li> <li>Early intervention</li> </ul>		
6 SLOs: 2, 4, 5	<ul style="list-style-type: none"> <li>Ch 7: Learners with Attention Deficit Hyperactivity Disorder (pp. 139 – 164)</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Characteristics</li> <li>Identification</li> <li>Educational considerations</li> <li>Assessment</li> <li>Early intervention</li> <li>Medical Considerations</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan ESL Strategies (50 pts)</li> </ul>	Monday by Midnight
7 SLOs: 2, 4, 5, 6	<ul style="list-style-type: none"> <li>Ch 8: Learners with Emotional or Behavioral Disorders (pp. 166 – 191)</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Characteristics</li> <li>Identification</li> <li>Educational considerations</li> <li>Assessment</li> <li>Early intervention</li> </ul>		
8 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Ch 9: Learners with Autism Spectrum Disorders (193 – 215)</li> </ul>	<ul style="list-style-type: none"> <li>Causes</li> <li>Characteristics</li> <li>Identification</li> <li>Educational considerations</li> <li>Assessment</li> <li>Early intervention</li> </ul>		
9 SLOs: 2, 4, 5	<ul style="list-style-type: none"> <li>Ch 10: Learners with Communication Disorders (218 – 240)</li> </ul>	<ul style="list-style-type: none"> <li>Language Disorders</li> <li>Characteristics</li> <li>Identification and Classification</li> </ul>		

Week/Student Learning Outcome(s) (SLOs)	Readings and Preparation for This Week's Class	In-Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> <li>• Speech Disorders</li> <li>• Educational considerations</li> <li>• Assessment</li> <li>• Early intervention</li> </ul>		
10 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>• Ch 11: Learners Who are Deaf or Hard of Hearing (242 – 270)</li> <li>• Ch 12: Learners with Blindness or Low Vision (273 – 299)</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy and Physiology of the Ears and Eyes</li> <li>• Characteristics</li> <li>• Identification</li> <li>• Educational considerations</li> <li>• Assessment</li> <li>• Early intervention</li> </ul>	Lesson Plan: Typical preschool game; identify modifications and supports for a child with motor difficulties	Monday by Midnight
11 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>• Ch 13: Learners with Low-Incidence, Multiple, and Severe Disabilities (pp. 302 – 324)</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• TBI</li> <li>• Deaf-Blindness</li> <li>• Educational Considerations</li> </ul>		
12 SLOs: 2, 4, 5	<ul style="list-style-type: none"> <li>• Ch 14: Learners with Physical Disabilities and Other Health Impairments (pp. 326 – 351)</li> </ul>	<ul style="list-style-type: none"> <li>• Definition and Classification</li> <li>• Neuromotor impairments</li> <li>• Orthopedic and Musculoskeletal disorders</li> <li>• Prevention</li> <li>• Characteristics</li> <li>• Prosthetics, Orthoses, and Adaptive devices</li> <li>• Educational considerations</li> <li>• Early intervention</li> </ul>	• Differentiated Classroom	Monday by Midnight
13 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>• Ch 15: Learners with Special Gifts and Talents (pp. 353 – 371)</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Identification</li> <li>• Characteristics</li> <li>• Cultural values</li> <li>• Neglected groups</li> <li>• Educational Considerations</li> </ul>		



<b>Week/Student Learning Outcome(s) (SLOs)</b>	<b>Readings and Preparation for This Week's Class</b>	<b>In-Class Activities</b>	<b>Assignment (Points)</b>	<b>Due Date</b>
14	<ul style="list-style-type: none"> <li>Assisted Technology</li> </ul>	<ul style="list-style-type: none"> <li>Role Play "Orientation"</li> </ul>		
15	<ul style="list-style-type: none"> <li>Special education documentation</li> </ul>	IEPs IFSPs ARD paperwork Accommodations Modifications		
16	<ul style="list-style-type: none"> <li>ePortfolio</li> </ul>		Field Experience reflection report ( <b>100 pts</b> )	Monday by Midnight

**Please note that the instructor reserves the right to change the syllabus.**