



Educational Instruction and Leadership Department

SPED 5153 – Learning Environments and Social Interactions Spring 1 - 2021

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| Instructor | Dr. Kathy Boothe |
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| Office Phone | 469-712-6880 (call or text) |
| Virtual Meeting Time | Tuesdays @ 6:00pm CST via Zoom |
| Virtual Office Hours | Tuesdays & Thursdays (via Zoom): 1:30pm – 4:30pm CST |

Catalog Description: Design and implementation of analysis and review of research to examine the effectiveness of instructional practices and methods for assessing and evaluating individuals and programs to identify and validate evidence-based practices.

CATALOG DESCRIPTION: Learning environments for individuals with exceptional learning needs (ELN) that foster cultural understanding, safety and emotional well-being, positive interactions, and active engagement of individuals with ELN.

REQUIRED MATERIALS:

TEXTBOOKS:

American Psychological Association. (2029). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. **ISBN:** 978-1433805615



****No other required textbooks – this course will utilize online journal articles.****

Handouts and other Course Materials: All materials for this course will be located in

Bb. You can also access additional resources through the course LibGuide. Students will be required to complete online modules, which will be accessed through the course Bb page.

Technology Requirements:

I will be hosting weekly virtual meetings via Zoom. To attend these meetings you will need to have access to a webcam and a working microphone.

Please read the [Technical Requirements](#) policy on the Southeastern Distance Education website.

In summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically, Chrome and Firefox work best Blackboard. If you have technical questions related to something in Bb not working – contact the Bb help desk, not your instructor.

Minimum Technical Skills

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you have each been enrolled in a resource course titled Online Student Orientation. There, you will learn to navigate within the BlackBoard folders and modules, as well as use the Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE has to offer. If you have trouble loading the tutorials, please review the troubleshooting page upon entering the tutorials module. This course will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately two to four hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

Prerequisites Knowledge/Skills:

Correct grammar, spelling, and punctuation are fundamental to graduate courses, therefore, you are encouraged to take advantage of the resource "course" Basics of Language Training (BOLT). These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and APA format. The Basics of Language Training (BOLT) course contains self-paced modules on APA basic format as well as Citing Sources in APA. Additionally, students must adhere to 6th ed. APA for all written assignments in their graduate level courses.

You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may **require** work to be completed in the Basics of Language Training (BOLT) Course. The BOLT course will remain available to students throughout the program so that they may return to it as necessary. Additionally, the menu of each course will have a link to the Purdue OWL site, which is an excellent resource for quick reference when completing work.



Definition of a Week

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will be based on the time zone of the institution: **Central Standard Time.**

Work Load

The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. Graduate courses are taught in a 7-week accelerated format, where 16 weeks of content are taught in 7 weeks. This means this program/course is time-consuming. It is estimated that you will spend an average of *20-25 hours* per week, per course, working on assignments.

Course Policies

Course Availability

Courses will be made available to students one week (7 days) in advance of the start date.

Course Content Availability

This course is not designed to be a work-at-your-own-pace course, but all course content will be available from the first day of class. This will allow students to preview upcoming assignments/content and/or work ahead if needed. If you must work ahead please be aware that you are responsible for any changes made to the activity or project that is given in the weekly virtual meeting or in the discussion board.

Late Work



Late work will **NOT** be accepted. Please do not ask. Arrangements/exceptions *may* be made on an individual basis for **extenuating** circumstances, and such exceptions may still be accompanied by significant penalty. If a student knows in advance that he or she will be traveling or unable to access the course for any reason, it is his or her responsibility to contact the instructor in advance and make arrangements to work ahead.

If a student contacts the instructor **after** the due date, documentation will be expected. This includes documentation from IT in the case of technical difficulties. (If you submit a Bb Student Support Request form, you will automatically receive an email confirmation, which will be time stamped evidence of your due diligence in resolving the issue.) Keep back-up copies of your assignments and have a backup plan with at least one alternate location to complete the assignment or take a quiz or exam. Don't wait until the last minute to complete assignments or take the quizzes and you won't encounter these types of problems. Excuses such as "*I had to work,*" "*The system was down,*" "*My computer crashed,*" "*I lost my flash drive with my work on it,*" "*I couldn't get to a computer,*" "*I forgot about the assignment,*" "*I didn't see the reminder announcement,*" "*I overlooked the assignment folder,*" "*I didn't realize I submitted the wrong document,*" "*I didn't realize I submitted a blank document,*" "*I couldn't find the assignment in Bb,*" etc., etc., etc., are **not** considered extenuating circumstances. No extra assignments will be given to "*bring up your grade.*"

University Policies:

Attendance: The Registrar's office defines attendance in online and blended classes as:

Stopped Attending = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

Never Attended = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Bb.

Excessive Absences = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be "in attendance" for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

Please ensure you are logging in several times a week and checking the Q&A discussion board, as well as the announcements. This is an online course, but active participation is required. Many times there is clarifying information provided throughout the week that you will be responsible for, in any upcoming assignments. If you do not log in, you are oblivious to these changes. Just as in a standard class setting, updated announcements take precedence over syllabus and schedule postings. Missing an announcement and deferring to the schedule or syllabus will not be a legitimate excuse.

Internet Etiquette (Netiquette):

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads

people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages.

[Southeastern Student Code of Conduct](#)

[Southeastern Academic Calendar](#)

Tutor.com: Online tutorial service. **Tutor.com's** services include personalized, live, and online assistance. You may access these services through the left-hand menu in any of your BlackBoard courses.

[The Writing Center](#) is also available to help with your writing.

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

[Blackboard Support](#): Can be found on the Southeastern Blackboard homepage by clicking on Bb technical support request or in the lower right hand corner on "Live Chat" between the hours of 7:00am-1:00am CST.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

Course Format

Menu: Each course will utilize a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

Course Home Page - Here, students may obtain quick information regarding announcements, assignments due, etc.

Announcements - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.

Start Here - This section will contain the syllabus, the instructor's contact information, course policies, etc.

Course Work - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.

Henry G. Bennett Library - This is a link to the SE online library for convenience.

Student Tools – Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.

Student Email - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

Weekly Folders: There are Four Weekly Folders, located on the Blackboard Home page tabs, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, Discussion Boards, and Exams are contained in the sub-folders. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

Course Calendar

Instructor has the right to make changes to this schedule in order to meet the needs of the student's and the course content

Check Bb frequently for any changes

| Week | Lesson Title, Objective | Activities/Learner Interaction |
|-------------------------|--|--|
| One & Two | Title: Universal Design for Learning Objective: Students will learn what Universal Design for Learning is and how to incorporate it into their classroom. Materials: Internet, Access to course Bb page | Activities: Readings, Tic Tac Toe Board Activities Learner Interaction: Virtual Meetings (optional); Independent assignments focused on universal design for learning (UDL) |
| Three & Four | Title: Culturally Responsive Teaching Objective: Students will learn the importance of and ways to include culturally responsive teaching practices into their classroom | Activities: Readings, Tic Tac Toe Board Activities Learner Interaction: Virtual Meetings (optional); Independent assignments focused on culturally responsive teaching |

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| | Materials: Internet, Access to course Bb page and SE library | |
| Five & Six | <p>Title: Safe and Inclusive Classrooms</p> <p>Objective: Students will learn how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p> <p>Materials: Internet, Access to course Bb page</p> | <p>Activities: Readings, Tic Tac Toe Board Activities</p> <p>Learner Interaction: Virtual Meetings (optional); Independent assignments focused on classroom/behavior management</p> |
| Seven | <p>Title: Learning Environments Final Project</p> <p>Objective: Students will demonstrate their understanding of creating 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.</p> <p>Materials: Internet, Access to course Bb page and SE library</p> | <p>Activities: Research Project</p> <p>Learner Interaction: Virtual Meetings (optional); Independent assignments focused on reflection of what was learned this term</p> |

Learning Objectives

Learning Objectives:

These can be found in Bb under each weekly folder.

Alignment of Objectives with Local, State, and/or National Standards:

The teacher candidate will learn different elements drawn from the **CEC Standards** which include the following:

Standard 2 (Learning Environments): Special education professionals 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.

Standard 2.1: Special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Standard 2.2: Special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Standard 2.3: Special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Grading Policy

This course is worth a total of 1000 points. Each assignment has a different total of points. You will find the point totals below, as well as how to determine your final grade. If any time during the semester you would like to know where you currently stand, divide the number of points you have earned by the number of points the assignments have been worth. Weekly assignments will be graded within one week and major projects will take up to two weeks to be graded, unless otherwise noted. All grades are posted in Bb. It is the student's responsibility to keep up with their grades and make sure there are grades where grades should be. Any discrepancies *must* be brought to the instructor's attention before the final week of class so they can be adjusted, if needed.

Example:

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| <u>Earned Points</u> | <u>550 (Earned points)</u> |
| Total Points Available | 1000 (Total points available) |

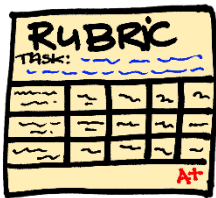
ASSIGNMENTS ASSESSED:

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|-------------------------------------|-------------------|
| Tic Tac Toe Activities (9x80points) | 720 points |
| Learning Environments Final Project | <u>280 points</u> |
| Total = 1000 points | |

GRADING SCALE

- A = 900-1000 points
- B = 800-890 points
- C = 700-790 points
- D = 600-690 points
- F = below 600 points

Standard Grading Rubrics



Each course will use standard rubrics. They will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided. Rubrics can be found in Bb attached to each assignment.

Instructor Feedback:

Your instructor will do their best to return your email within 24 hours. Please understand that email is a great way to communicate, but please adhere to proper writing style (i.e.

capitalization, punctuation, text-talk (lol), proper grammar, etc.) when communicating with your professor via email.

All students are expected to complete their own work unless an activity is a group project. If students are unable to meet the instructional needs and goals of the class, the professor should be notified as soon as possible.

Students are expected to use proper grammar, punctuation, and spelling when writing ALL assignments. Also, adhere to 6th ed. APA for ALL assignments.

I will do my best to grade your assignments within 2 weeks of the due date. This will sometimes not happen, so please be patient. Take note of any comments provided on assignments and make the suggested changes so your grade can improve. If I notice you are not making an attempt at these corrections your grade will reflect this.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

Course Evaluations

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.