



Course ID:	Course Title:	Fall 2017
LTA 400	Leading and Supporting Inclusionary Practices in the Elementary School	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	M or T or W	Instructor:	Master in Education (minimum) PhD/EdD (preferred)	First day of classes:	
Time:	5:00-8:00	Email:		Last day to add/drop, or change to audit:	
Room:		Phone:		Last day to request revised exam:	
Lab/Tutorial:		Office:		Last day to withdraw from course:	
Office Hours:		Office Hours:		Last day to apply for coursework extension:	
Final Exam:	None			Last day of classes:	

Course Description

Designed to engage practicing teachers who wish to pursue leadership roles that support diversity and learning differences for students in the K-6 setting. Participants will learn how to construct school-wide strategies for ensuring that all students receive meaningful learning experiences.” Instruction will build on a model of co-construction of knowledge that draws from a variety of sources resulting in students’ creating a school-wide plan that addresses student success in their context. Topics will align to the Alberta Education Policy on Inclusion addressing, “regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.”

Expected Learning Outcomes

- Examine current Alberta policies and practices in Special Education
- Explore models used in Alberta for identifying and supporting exceptional students including a Response to Intervention
- Design and evaluate strategies to support identified exceptional students including the use of assistive technologies
- Facilitate staff development strategies to support teacher learning
- Assist in the creation and monitoring of Individual Program and Behavior Support Plans
- Develop a needs assessment to best leverage resources across the school
- Apply best practices in working with educational para-professionals in the classroom

Textbooks

Barringer, Mary-dean, Pohlman, Craig and Robinson, Michelle. (2010). Schools for All Kinds of Minds. San Francisco: Jossey-Bass.

Websites:

<https://education.alberta.ca/diverse-learners/special-education-standards/>

<http://www.conductmanagement.com/amhb/>

<http://www.pbsc.info/>

Course Schedule

Best practices with educational para-professionals, assistive technologies and staff development will be integrated into each week's topic.

Week One:

Introduction to Alberta Education Policies and Practices

Seeing children from a strength's perspective

Week Two:

Understanding whole school support- RTI model of Intervention

Week Three:

Learning Differences: Mild and Moderate Cognitive Processing

Language and Mathematics

Week Four and Five:

Social-Emotional Exceptionalities

Mental Health

ODD and Behaviour

Anxiety

Selective Mutism

Week Six:

Autism

Developmental Coordination Disorder

Sensory Processing Disorder

Week Seven:

Visual Impairment, Deaf and Hard of Hearing, Physical

Kindergarten

Week Eight:

Identity, Gender issues

Week Nine:

Gifted

Week Ten:

Planning for Complex/Severe Learners

Requirements:

The goal of this course is to create a strategies-based portfolio based on case studies for each of the week's topics. Included in the portfolio:

1. School Review- This paper with tables is a synopsis of supports needed based on the RTI model. The review will serve to inform resource allocation in the school. Due week three: 10%
2. Topic Discussion with strategies: The format is flexible and should address the strategies, educational supports, technologies and staff development suggested for each. Due Week Five and Ten: 80%

3. Class Participation in Discussion: Because of the collaborative nature of this work, students will be expected to contribute to the formulation of strategies in each topic, each week: 10%

Attendance:

Due to the interactive nature of the course, students need to be in attendance. Those who are unable will be able to contribute to the topic in their portfolio.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student

to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.