**SED5600 Support & Collaboration for Inclusion of Special Students in General Education**

**COURSE SYLLABUS**

**Division:** Teacher Education Division  
**Course:** SED.5600.200.2194  
**Course Credit:** Three Credits  
**Course Location:** Room 0120 Manoogian Hall  
**Instructor:** Dr. Estella Marshall-Reed  

**Program Area:** Special Education  
Support & Collaboration for Inclusion of Special Students in Gen Ed  
**Term/Year:** Winter, 2014  
**Day / Time:** Tuesdays, 5:00 p.m.-7:45 p.m.  
**Contact number:** Office: 313.577.0902  
**Hm:** 313 827-3141 cell: 313-575-4013  
**Office Hours:** - By appointment only.  
**E-mail:** af3511@wayne.edu

**COLLEGE OF EDUCATION THEME:** "The Effective Urban Educator: Reflective, Innovative and Committed to Diversity" reflects the mission of the college and is the driving force of our commitment to education.
**COLLEGE OF EDUCATION CLAIMS**

Effective urban educators are **Reflective Practitioners** who can accurately assess themselves and develop plans for improvement.

Effective Urban Educators are **Innovative Practitioners** who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.

Effective Urban Educators are **Committed to meet the needs of a diverse population.**

Effective Urban Educators can **Meet Professional Standards** for Michigan teachers (PSMT). Our graduates are able to meet all of the College of Education Competencies.

**Specific Assignments are used to assess the COE claims stated above which include:**

<table>
<thead>
<tr>
<th>Assignments aligned with COE’s Claims</th>
<th>This course will expose you to the following</th>
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</thead>
<tbody>
<tr>
<td>Community Observation</td>
<td><strong>Field Experience</strong>: Inclusive survey</td>
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<tr>
<td>District/School Curriculum Analysis</td>
<td><strong>Field Experience</strong>: Inclusive survey</td>
</tr>
<tr>
<td>Classroom Organization &amp; Management Plan</td>
<td><strong>Field Experience</strong>: Inclusive survey; <strong>Chap 13</strong>: Facilitating Content-Area Instruction and Study Skills</td>
</tr>
<tr>
<td>Reflection Journals (2)</td>
<td><strong>Field Experience, Final Form, Final Reflection Paper</strong></td>
</tr>
<tr>
<td>Teaching &amp; Learning Statement</td>
<td><strong>Final Project, Final Requirement Form, Mid-term Examination</strong></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td><strong>Chapter 6</strong>: Differentiating to Promote Access to the Curriculum, Project</td>
</tr>
<tr>
<td>Unit Plan</td>
<td><strong>Chapter 6</strong>: Differentiating Instruction to Promote Access to the Curriculum</td>
</tr>
<tr>
<td>Case study</td>
<td><strong>Textbook Readings, Assignments and Discussion Board, Power Points, videos</strong></td>
</tr>
</tbody>
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**COURSE DESCRIPTION, GOALS AND OBJECTIVES / LEARNING OUTCOMES:**

**Catalog Description**: Models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes.

We will also work on strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program. You will attain knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom. You will also learn about Professional Codes of Ethics, Dispositions, and Standards of Professional Practice.

**COURSE GOAL**: To provide special education teachers with knowledge and skills to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent
possible.” (IDEA 2004 Section 1400(c)(5)(E))

The focus of this course is to provide special education teachers and other professionals with the ability to:

- Develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
- Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.
- Understand the movement toward inclusive education and its relationship to good teaching.
- Examine inclusive education as a process that engages issues of differences across ability, class, race, culture, age, and socio-economic status.
- Understand the characteristics and needs of exceptional children.
- Understand the nature of the various exceptionalities, including diverse groups, gifted and talented and implications for teaching.
- Understand how to participate in effective planning for the participation of students with disabilities in regular classes.
- Know the laws and regulations that govern educational provisions for exceptional students from observation through formal IEPC (Individualized Educational Program Committee) process
- Understand scientifically based instructional techniques and strategies, which will increase the competence and effectiveness of regular education teachers as they include exceptional children into regular classrooms.
- Develop skills working in a collaborative and support role in implementing inclusive education.
- To utilize strategies for providing leadership to develop inclusive schools.
- Understand MTTC sub-area IV – objectives and sub-objectives
- Demonstrate the importance of Professional Ethics when working with special needs students

**Special Education Rules (Standards) for the Course** Evidence and demonstrated through readings, discussion, projects, portfolio, field experience, hands-on activities and quizzes. *(DETAILS: refer to the course site in the Course Information Sections)*

<table>
<thead>
<tr>
<th>Rule Number</th>
<th>Standard</th>
<th>Demonstrated</th>
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<tbody>
<tr>
<td>Rule 81 (1)(a)(i)</td>
<td>Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.</td>
<td>Chapter 8, Inclusion project</td>
</tr>
<tr>
<td>Rule 81 (1)(a)(v)</td>
<td>Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.</td>
<td>Inclusion Survey / Project;</td>
</tr>
<tr>
<td>Rule 81 (1)(a)(ix)</td>
<td>Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.</td>
<td>Chapter 1, special education laws; Ethics discussion board; examination; Ethics final project</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(iii)-1</td>
<td>reading (word recognition and comprehension),</td>
<td>Chapter 10, teaching reading (Phonological Awareness, Word Identification, Fluency, Vocabulary, Comprehension)</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(iii)-2</td>
<td>writing (text composition and revision, grammar, spelling, and legibility),</td>
<td>Chapter 11, teaching writing</td>
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<tr>
<td>Rule 88 (1)(c)(iii)-3</td>
<td>mathematical reasoning and calculation,</td>
<td>Chapter 12 Teaching Mathematics</td>
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<tr>
<td>Rule 88 (1)(c)(iii)-4</td>
<td>listening, and</td>
<td>Chapter 13, Promoting Listening skills</td>
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<tr>
<td>Rule 88 (1)(c)(iv)-1</td>
<td>study skills and test-taking skills,</td>
<td>Chapter 9 Planned Ignoring, Redirect Inappropriate Behavior, Contingent Observation, Criterion-Specific Rewards, Contracting, Interdependent Group Contingencies, Self-Regulation</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(iv)-2</td>
<td>self-management,</td>
<td>Chapter 9 Effective Classroom Arrangement Practices, Physical Arrangements, Traffic Patterns, Seating Arrangements, With-It-Ness, Classroom Observation; Chapters 6 and 7; Inclusion project</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(iv)-3-6</td>
<td>problem solving, reasoning, coping skills, and self-determination</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(v)</td>
<td>Adapting and modifying general education curricula, pedagogical approaches, and learning environments for students with learning disabilities.</td>
<td>Chapters 1, 5, 7 and 13</td>
</tr>
<tr>
<td>Rule 88 (1)(c)(vi)</td>
<td>Managing and monitoring the social, emotional, and behavioral needs of students with learning disabilities in a variety of group settings.</td>
<td>Chapter 8, Inclusion project</td>
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</table>

**CEC STANDARDS DEMONSTRATED AFTER COMPLETION OF THIS COURSE** *(refer to the course site in the Course Information Sections)*

**MTTC AREA IV OBJECTIVES covered in this class**

**WORKING IN THE PROFESSIONAL ENVIRONMENT**

*Understand strategies for communicating and collaborating with students with disabilities and their families to help students achieve desired learning outcomes. Demonstrated: Chapters 1, 4, 5, 8 Collaborative Partnerships with Families, Family Involvement • Expectations for parent and family involvement • Roles extended to parents:*

1. *Understand how to establish partnerships with other school personnel and community agencies to enhance learning opportunities for students with disabilities. Demonstrated: Chapter 8 Developing Collaborative Partnerships*

2. *Understand the historical, social, and legal foundations of education for students with disabilities. Demonstrated: Chapter 1 Inclusive Teaching as Responsive Education; Inclusive Survey; Discussion Board topics*

3. *Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with disabilities. Demonstrated: Discussion Board topic on ethics; Legal and Societal Issues; Collaboration, Ethics, and Relationships; Final Examination on Ethic*

**REQUIRED TEXT**


**Course Textbook Resources for Students**
COMPANION TEXTBOOK WEB SITE

Created to accompany *Teaching Students with Special Needs in Inclusive Classrooms*, this online site offers tools and activities to help students understand and extend the text discussion and study more effectively. It includes, for each text chapter, the chapter objectives, web links, practice tests, and flash cards. Visit www.ablongman.com/bryantsmith1e.

ADDITIONAL OPTIONAL READING:


Links on Blackboard Site: Positive Behavioral Support (7 modules); IDEA Individuals with Disability Education Act (comprehensive)

REFERENCES: See list at the end of the text and online (Blackboard Course Site).

DISPOSITIONS

Upon completion of the course, the student will display the following dispositions.

1. Promote and maintain a high level of competence and integrity in the practice of the teaching profession.
2. Exercise objective professional judgment in the practice of the teaching profession.
3. Apply cooperative / collaborative group skills necessary in the practice of the teaching profession.

TECHNOLOGY REQUIREMENTS

All students will demonstrate proficiency in the following technology skills:

- Email and the Internet
- Word for editing and shared documents
- PowerPoint

ASSESSMENT / ASSIGNMENTS / LEARNING OUTCOMES (*total of 1140 course points*)

1. Professional Commitment=Class Participation, Professionalism, Technology skills, etc. = 260 points
2. Inclusive Survey = 100 points
3. Midterm Examination – CEC Standards = 150 points
4. Final Inclusive Teaching Proposal = 20 points
5. Final-Inclusive Teaching Project = 360 points
6. Final Reflection Papers (2) = 200 points
7. What I learned Conference = 50 points

TOTAL POSSIBLE POINTS = 1140

Professional Commitment and Class Participation

- Attending all class sessions and turning in class list (140)
- Selecting and effectively working with the peer reviewer (10)
- Actively working with Home Team each week (70)
- *Professionalism and Class participation, professional courtesy (10)
- Turning all assignments in on time, responding to emails and updates, etc. (10)
- Submitting completed final form (10)
- Course Evaluation (10)

Participation points will be recorded throughout the semester and will be applied at the end of the semester when the Final Form is submitted to the instructor via email attachment.

*You are expected to cooperatively participate with your instructor, colleagues and peer-reviewer; be actively involved in Home Teams, and conduct yourself in a manner fitting for graduate students in the teaching profession.

The total participation points will NOT show up in the online grade book until all course requirements are fulfilled.

Class List – This document and directions will be available at our first class session. Later, this form will emailed to you and also posted on the course site.

Attendance and Participation Requirements

All assignments must be turned in on time (final project, reflective papers, survey, and mid-term). Late assignment means 50% off total points (later than one week not accepted)
Attending all fourteen class sessions, assignments turned in on time and group participation and working effectively as a group will ensure all points. **These points will accumulate throughout the semester.**

**Attendance:** Absence, lateness, and leaving early damage the efforts of the group as a whole. If you are absent, you are responsible for acquiring. From other students, material distributed in the class you missed. I will hand out a sign-in sheet weekly. You are responsible for assuring that your name appears on this sheet as this will be the record that validates your attendance. **Note that you cannot pass this class with more than two absences. Arriving late or leaving early will be treated as a partial absence.**

**Participation:** Each student is expected to read assigned materials on the dates given and to come to class with thoughts and ideas to contribute to the group learning process. Students are expected to actively and intently participate in in-class learning activities to learn and to support the learning of peers. The professor will keep observational notes of student participation that will be used as part of assigning grades **Assigned Course Readings**

You are expected to read weekly assignments according to the syllabus. Your readings will be reflected in your, projects and classroom discussions.

**Inclusive Survey-Directions reviewed in class and posted on Bb**

**Midterm Examination-Focus: CEC Standards (Council for Exceptional Children).** Taken on-line, un-timed, open note, etc. Details will be discussed the first night and directions can be found on the course site.

**Final Inclusive Teaching Guide Project:** (See Assignment Section of Bb for complete details on this project)

You will participate in an extensive project this semester in lieu of preparation for and taking a comprehensive final examination. This Inclusive Teaching Project will cover all of the course objectives; as well as the objectives from the sub-area IV (Collaboration, Ethics etc.) of the Special Education MTTC

**Final Inclusive Teaching Guide Proposal:** Each student will write one to two a sentence explaining how you want to approach your Inclusive Teaching Guide is due on **March 18, 2014.** You will Indicate grade level (elementary, 6th grade middle school, etc.). If secondary or departmentalized elementary, indicate which subject or subjects on which you will focus. **(You will need to bring a copy to class to share with your Home Team. You will need to send a copy to the instructor’s Email address by the due date)**

**Final Reflection Paper:** You will also submit in the Assignment Section of Bb. Details can be found on the course site. Twice during the semester you will complete short papers describing your thinking about teaching and learning. These descriptions are aimed to help you think reflectively about the content of the class and your thinking about your thinking.
Thinking about inclusive education: Due (1/14/2014) - 1-2 page single-spaced paper in which you describe your experiences, thoughts, and feelings about including students considered gifted and those with special needs (mild to severe) in general education classes with support.

- Learning and Thinking. Due (04/15/2014) - 2-3 page single-spaced paper due at the end of the semester in which you describe (a) your thinking process during the semester related to support and collaboration in an inclusive environment (b) what you learned and how well your learning goals were met (c) KWL Chart-learning goals (d) and recommendations for future classes.

What I Learned - Class Conference – Due (04/15/2014)-Your last assignment will be to present in a format of your choice - understanding you have gained since 01/07/2014. You will prepare a way to share information you learned to other members of the class. You will NOT make a formal presentation to the entire class. Options include but are not limited to: power point presentations, posters, a short skit, a song, a dance, art work, etc. It will be our last opportunity to share in our own learning community.

Home Team/ Text Dialogue

Each week your Home Team will work together to (a) make a collaborative summary of key information and issues in the text; and (b) discuss these in a session during the first 30 minutes of class time.

Chapter Summary/Issues/Questions. One member of your group should articulate questions, issues and critical points for discussion while the rest of the group summarizes a portion of the chapter. One member may act as the recorder, time keeper, etc. Each group is responsible for assembling work into a group summary document. The document should indicate which students participated in the discussion and be submitted to the instructor before leaving.

Chapter Resources. Each week, one member of your group will also bring a resource related to the chapter and pass out a hard copy to other members of their group; (e.g. Relevant Web Sites, etc.).

Text Dialogue/Home Teams. Each week during the first 30 minutes of class, one member of your group will function as a Facilitator – helping to lead and facilitate (a) key content in the text; (b) a discussion of important questions, issues and strategies.

Roles. Each team discussion should have individuals in the following roles: Facilitator; Timekeeper – Task Master (helping the group to stay on task and work within time allotted); and Recorder (to make notes of the group’s discussion); and Evaluator (All of you will critically facilitate self-evaluation of the effectiveness of the Team functioning). Record these on the record form.

Final Requirement Form/Grade Proposal

Around the time of the final class, you will submit electronically the Final Course Requirement Form (Course Document section of the course site in the Final Folder). This form will include your summary of earned course points, reflections, and your final course
grade proposal. You must have all of your assignments submitted before emailing your final form. If a grade is missing in the grade book, you are asked to include the points that you feel you earned.

**Course Evaluation**

Direction for completing the course evaluation will be discussed towards the end of the semester.

All assignments and details can be found on the course site under the tab 'Assignments.' Go to course site -> Assignments -> Final folder -> see requirement details

**COURSE GRADING**

**TOTAL POSSIBLE POINTS = 1140**

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1140-1090</td>
<td>A</td>
</tr>
<tr>
<td>1089-1070</td>
<td>A-</td>
</tr>
<tr>
<td>1069-1050</td>
<td>B+</td>
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<tr>
<td>1049-999</td>
<td>B</td>
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<tr>
<td>998-979</td>
<td>B-</td>
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<tr>
<td>978-959</td>
<td>C+</td>
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<td>958-908</td>
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<td>907-888</td>
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<td>887-868</td>
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<td>867-848</td>
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<td>847-828</td>
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<tr>
<td>Less than 828</td>
<td>F</td>
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New grading policy set by the Boards of Governors that grades of "E" are being eliminated and are being replaced by grade of "F".

You can **check your grades from the Blackboard site** by going to Course Tools, and then click on My Grades.
**IMPORTANT Course Evaluation and Grading:**

It is the discretion of the instructor to mark students down more than the course point schedule above due to lack of participation and / or turning in assignments late and / or not turning in an assignment(s). This is especially important for those taking SED560 and your attendance and performance is based on actively participating in class.

You must demonstrate mastery and exemplary work to earn an A in this class. You will NOT earn an A for this class if you miss ANY course requirement. You cannot earn an A with Extra Credit/Bonus Points, but they can count toward earning an A-. Occasionally extra COURSE points are offered, so make sure to read your updates as these points do count toward your total grade points, thus earning an A.

Make sure to read updates as you will be offered opportunities to earn COURSE points toward an A.

An example of earning extra COURSE points would be to write a summary of the textbook Epilogue (50 course points) and to retake the quizzes when offered. All other points are considered EXTRA credit points toward earning an A-.

Assignments are due on the date assigned. Any late assignments will be reduced by *50% of the grade and not accepted after a week late. The mid-term must be completed on time and cannot be submitted late for 50% credit after a week. *You can only re-submit one late assignment for 50% credit.

**GENERAL NOTE ON GRADING**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course.

For graduate students: B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.

Please note that there is a distribution of grades from A - F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**WITHDRAWAL AND INCOMPLETE GRADE STATEMENT**

Students are academically responsible for all courses in which they enroll. Students wishing to discontinue this class must follow the official withdrawal procedures. (See below)

Students desiring a grade of incomplete must submit their request to the course instructor prior to the end of the semester. An incomplete grade for this course will be given only for legitimate (and documented) deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor and not because of neglect on the student's part (for example: non-attendance, took too many classes, did not apply one's self, overwhelmed etc.).

Once approved for a grade of Incomplete, you will need to fill out a contract stating the course work that you will complete by the date agreed upon in the contract. A grade of Incomplete cannot be submitted unless I have this signed contract. See the instructor for the contract and terms.

The instructor will submit the new grade to the Registrar’s Office if all requirements for the course are submitted by the agreed date. If all work is not submitted by the end of the agreed date on the contract, then a grade of F will be posted.
New ADD POLICY
Students can be added to this class up to the end of the first week of classes; however, you can drop this class (with full tuition cancellation) through the end of the second week of the semester.

Withdrawal Policy
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

New WITHDRAWAL POLICY
The last day to withdraw from this class is the end of the 10th full week.

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. http://studentdisability.wayne.edu/

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS HOLIDAY OBSERVANCE POLICY
Please let me know in advance if you require an adjustment with your course requirements based on any religious observance. Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

GETTING ASSISTANCE

You will have a variety of resources from which to obtain assistance during the course. These include the following:

1. **Computer and Information Technology**: Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu

   **Blackboard Course Enrollment**: Call Computer and Information Technology (C&IT) at 313-577-4778 if you have any problems. Note: Sometimes MAC users have a hard time accessing the course, downloading material etc. Talk to someone at C&IT for tips.

   **Blackboard Support**: Call C&IT (313-577-4778) AND there is a support folder on the course site which includes: How to Use Microsoft Word. Feel free to contact me if you cannot find the necessary Blackboard support to complete a course requirement.


3. **COE computer lab** - General Purpose Lab (room 114) has technicians available to assist you. The lab is open Monday – Friday 10:00 a.m. until 9:00 p.m.


5. **Other students**. Your peers are a great source of information and can make excellent suggestions to you. My aim is that you will share with one another regarding your individual assignments / projects and provide assistance to one another. Please take responsibility for one another. If someone is having difficulty, try to help him or her out and make sure they communicate with me.

6. **Email dialogue**. Talk to people online about issues, your projects, etc. This is a valuable way to get information. The class roster is
located on Blackboard or use the Course Documents / email section of the Bb course. A confidential class list is available under Course information on the Bb site.

(7) **Instructor:** I am willing to provide assistance on your assignments both within and outside of class. The best way to do this for me is via email. Contact me if you have questions regarding how to approach an assignment / project or if you are having difficulty. I may also be able to put you into contact with other knowledgeable individuals or resources that may be helpful. My office hours are by appointment during. Turnaround times for emails are generally less than 24 hours. I will NOT respond to questions that are covered during the class session, covered in the syllabus or on the Blackboard site. I will respond, however, asking you to check your syllabus or the Blackboard site. I will not repeat information already covered or discussed (unless you are asking for clarification).

**THE WRITING CENTER**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:  
http://www.clas.wayne.edu/writing/.
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring)  

- This is a 3 credit hour class. **Rule of thumb:** One hour homework per credit hour, per week, which equates to six hours of work per week for this class – times 15 weeks, which equals 45 hours in class time plus 45 hours homework for a total of 90 hours minimum. Plan to spend a minimum of 12 hours per week during spring/summer semesters.

**COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES & COURSE SAMPLES**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Some will be used as samples in future classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course site. Students who do not wish their work to be used for accreditation purposes or course sample must inform the instructor in writing by the end of the semester. Your participation and cooperation in the review of COE programs is appreciated.

Thanks so much for taking this course with me and for attending WSU. I look forward to working with each of you this semester.

~Dr EMR
TEXT-BASED LEARNING ENGAGEMENT
SED 5600

Use this form to record key elements of your discussion with your group. Turn this in at the end of class to the instructor. This will be returned to you on the following week.

TEAM MEMBERS
Facilitator/Timekeeper:
Recorder
Evaluator
Other member/s

NOTES ON YOUR LEARNING ACTIVITY
What key dialogue and learning occurred?
<table>
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<th>Due Date</th>
<th>Assignments</th>
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| **Week 1**    | **Tuesday**  
**January 7** | **Introductions / Cover:** Professional Commitment/ Blackboard / Textbook / Syllabus / Assignments: Inclusion Survey / Blackboard/ Professional Ethics  
**Before you leave tonight:** sign in on the class list.  
**Homework:**  
Read chapter 1 - *Inclusive Teaching as Responsive Education.*  
After studying this chapter, you will have the knowledge to answer the following questions:  
What is disability?  
What are four perspectives on “disability,” and how do they differ from each other?  
How are individuals with disabilities protected by legislation?  
What services are provided by special education?  
What is meant by inclusive education?  
**Work on:** Reflective Journal- (Thinking about inclusive education) |
| **Week 2**    | **Tuesday**  
**January 14** | **Due:** Chapter 1, Reflective Journal- (Thinking about inclusive education)  
**Homework:**  
Read chapter 2  
**Chapter 2:** Understanding Learners with Special Needs: High Incidence Disabilities or Conditions  
**After studying this chapter, you will have the knowledge to answer the following questions:**  
Who are students with special needs?  
Why do students with special needs constitute a group larger than the group of students with disabilities?  
What are the three systems often used to organize disabilities and schoolchildren?  
What is meant by “high incidence disabilities,” and which disabilities or conditions are included in this group? |
| **Week 3**    | **Tuesday**  
**January 21** | **Due:** Chapter 2  
**Homework:**  
Read chapter 3 |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>February 28</th>
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</thead>
<tbody>
<tr>
<td><strong>Due:</strong> Chapter 3</td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>Read chapters 4 and 5</td>
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**Chapter 4 Other Students with Special Learning Needs**

**After studying this chapter, you will have the knowledge to answer the following questions:**

- How are students with physical and cognitive needs protected under Section 504?
- How can we best meet the needs of students in our culturally and linguistically diverse classrooms?
- Who are students “at risk” and what should we know and do to help them achieve their full potential in school and in life?

**Work on** Inclusion Survey; **Prepare** for Midterm Examination

<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 4</th>
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<tbody>
<tr>
<td><strong>Due:</strong> Chapter 5</td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>Read chapter 5</td>
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**Chapter 5 Delivery of Special Services Through Individualized Plans**

**After studying this chapter, you will have the knowledge to answer the following questions:**

- Why is a responsive general education important to students who struggle?
- What components of special education must be in place to meet the needs of students with disabilities?
- What steps are followed in the IEP process?
- What tools guarantee students with disabilities an appropriate education?
- What does IDEA ’04 require during the IEP process?

**Complete** Inclusion Survey; **Prepare** for Midterm Examination

<table>
<thead>
<tr>
<th>Week 6</th>
<th>February 11</th>
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<tbody>
<tr>
<td><strong>Due:</strong> Chapter 5- Individual Inclusive Survey-Due on Blackboard (See specific directions)</td>
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<tr>
<td><strong>Homework:</strong> Studying for the mid-term examination</td>
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<tr>
<td>Week 7</td>
<td>Tuesday February 18</td>
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<tr>
<td><strong>Read chapters 6 &amp; 7</strong>&lt;br&gt;&lt;br&gt;<strong>Chapter 6: Differentiating Instruction to Promote Access to the Curriculum</strong>&lt;br&gt;&lt;br&gt;<strong>After studying this chapter, you will have the knowledge to answer the following questions:</strong>&lt;br&gt;- Why is a responsive general education important to students who struggle?&lt;br&gt;- What components of special education must be in place to meet the needs of students with disabilities?&lt;br&gt;- What steps are followed in the IEP process?&lt;br&gt;- What tools guarantee students with disabilities an appropriate education?&lt;br&gt;- What does IDEA ’04 require during the IEP process?&lt;br&gt;&lt;br&gt;<strong>Due: Midterm Examination: (On-line)/No Live Class</strong>&lt;br&gt;&lt;br&gt;<strong>Chapter 7: Assessing Students with Special Needs</strong>&lt;br&gt;&lt;br&gt;<strong>After studying this chapter, you will have the knowledge to answer the following questions:</strong>&lt;br&gt;- What is assessment, and how does it differ from testing?&lt;br&gt;- What are the various types of measures that contribute to assessments?&lt;br&gt;- What is high stakes testing, and how does it affect you and your students?&lt;br&gt;- What four areas should you consider when adapting assessments for students with disabilities?&lt;br&gt;- What are interviews, and what is their role in the assessment process?&lt;br&gt;- How can observations be used to collect information about your students?&lt;br&gt;- What is portfolio assessment, and what cautions need to be employed in the use of portfolios with students who have disabilities?</td>
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<tr>
<th>Week 8</th>
<th>Tuesday February 25</th>
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<tr>
<td><strong>Due: Chapters 6 &amp; 7</strong>&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;&lt;br&gt;Read chapters 8&lt;br&gt;&lt;br&gt;<strong>Chapter 8: Developing Collaborative Partnerships</strong>&lt;br&gt;&lt;br&gt;<strong>After studying this chapter, you will have the knowledge to answer the following questions:</strong>&lt;br&gt;- What are the characteristics of collaboration?&lt;br&gt;- What foundation skills are critical for effective collaboration?&lt;br&gt;- What are applications of professional collaboration?&lt;br&gt;- How can teachers and paraprofessionals develop collaborative partnerships?&lt;br&gt;- What practices promote collaborative partnerships with families?</td>
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| Week 9  
Tuesday  
March 4 |
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<tr>
<td><strong>Due:</strong> Chapters 8, Work on Proposal for Inclusive Teaching Project (Due 3/18/2014)</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>Read chapters 9 and 10</td>
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<tr>
<td><strong>Chapter 9: Promoting Positive Behavior and Facilitating Social Skills</strong></td>
</tr>
<tr>
<td><strong>Chapter 10: Teaching Reading</strong></td>
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<tr>
<td><strong>After studying these chapters, you will have the knowledge to answer the following questions:</strong></td>
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<tr>
<td>What practices can be used to foster student relationships and communication?</td>
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<td>How can classroom arrangements promote positive behavior and social interactions?</td>
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<td>Why do students misbehave, and what are the components of positive behavioral supports?</td>
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<td>What interventions can teachers use to prevent and address behavior problems?</td>
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<tr>
<td>How can teachers assess behavior and social skills?</td>
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<tr>
<td>What curricular and instructional interventions can teachers use to teach social skills?</td>
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<tr>
<td>Who are students with reading difficulties?</td>
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<td>What are the five components of reading</td>
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<td><strong>Week of Spring Break (No Class)</strong></td>
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| Week 10  
Tuesday  
March 11 |
|---|
| **Due:** Chapters 9 & 10  
Proposal Due for Inclusive Teaching Guide |
<p>| <strong>Homework:</strong> Read Chapter 11 |
| <strong>Chapter 11: Teaching Writing</strong> |
| <strong>After studying this chapter, you will have the knowledge to answer the following questions:</strong> |
| Who are students with writing difficulties? |
| What are the stages of the writing process? |
| How can teachers provide effective writing instruction for the stages of writing? |
| How can teachers make instructional adaptations for the stages of writing? |
| <strong>Work on- Final Inclusive Teaching Project Outline</strong> |</p>
<table>
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<tr>
<th>Week 12</th>
<th>Due: Chapter 11, Final Inclusive Teaching Project Outline (bring to class)</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Homework:&lt;br&gt;Read chapter 12&lt;br&gt;<strong>Chapter 12: Teaching Mathematics</strong>&lt;br&gt;After studying this chapter, you will have the knowledge to answer the following questions:&lt;br&gt;  - Who are students with mathematics difficulties?&lt;br&gt;  - Who are mathematically gifted and talented students?&lt;br&gt;  - How can teachers provide effective mathematics instruction?&lt;br&gt;  - How can teachers make instructional adaptations for mathematics instruction?&lt;br&gt;Work on-Final Inclusive Teaching Project rough draft (bring to class)</td>
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<td>March 25</td>
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<thead>
<tr>
<th>Week 13</th>
<th>Due: Chapter 12, Final Inclusive Teaching Project rough draft</th>
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<tr>
<td>Tuesday</td>
<td>Homework: Read chapter 13: <em>Facilitating Content-Area Instruction and Study Skills</em>&lt;br&gt;What difficulties do students demonstrate with content-area instruction? How can teachers facilitate content-area instruction?&lt;br&gt;Work on -Final Inclusive Teaching Project</td>
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<td>April 1</td>
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<tr>
<th>Week 14</th>
<th>Due: Chapter 13&lt;br&gt;Final Inclusive Teaching Project due (In the designated area of Blackboard), Course Evaluation&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;Final Reflection Paper&lt;br&gt;Work on- Final Requirement Form</th>
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<tr>
<td>Tuesday</td>
<td>April 8</td>
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<tr>
<th>Week 15</th>
<th>Due: What I learned Conference (presentations)&lt;br&gt;Final Reflection Paper (post in the designated area of the Black board)&lt;br&gt;Final Requirement Paper (send to the instructor’s email address)</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>April 15</td>
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</table>
Final Form including: course reflections and grade proposal (email by midnight week 15) *

Grades posted on Bb and Pipeline within 72 hours of the last class

Final Exam Week is 4/23-4/29

Please contact the instructor immediately if you find any scheduling errors, typo errors, discrepancies etc. Thank you!

*Assignments are due by midnight on the due date indicated in the syllabus schedule above.

Course grades are available on the Blackboard site; however, official grades can be found on Pipeline.wayne.edu (refer to Blackboard Course – Course Information – Student Help Folder – Pipeline document).

Attendance points are added throughout the semester and added in the grade book on the last day of class. Final course grades will be recorded on Pipeline within 72 hours of the last day of class.

I look forward to working with each of you this semester. Thank you for taking my class.

Dr. Marshall-Reed