College of Education Division

(313) 577-0902    (313) 577-4091

SED 7050 Inclusive Teaching

COURSE SYLLABUS

DIVISION: Teacher Education Division

PROGRAM AREA: Special Education

COURSE: SED 7050-005

COURSE CREDITS: 2 credit hours

TERM/YEAR: Spring 2013

COURSE LOCATION: 0030 Education Building

TIME: Wednesday @ 4:30-8:10 PM

INSTRUCTORS: Dr. Estella Marshall-Reed, EdD

OFFICE/PHONE: 313-827-3141

Email: af3511@wayne.edu

OFFICE HOURS: By appointment only

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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*.

**Course Description:** Strategies and techniques for teaching children and youth with differing academic, social-emotional, and sensory-physical abilities together in general education, using best instructional practices.

**Goals and Objectives:**

**Course Goal:** To provide 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 maximum extent possible. (IDEA 2004 Section 1400(c) (5) (E))

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

- Examine inclusive education as a process that engages issues of difference 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 and implications of teaching.
- Understand how to participate in effective planning for the participation of students with disabilities in regular classes.
- Know that 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.


**Additional Optional Reading:**


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

**Learning Outcomes:**

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.

**Assignments/Assessments/Learning outcomes:**

1. Assigned readings from textbook and handouts; PowerPoint; Videos
2. Inclusive Survey (1)
3. RTI (Response to Intervention) Paper and Response (1)
4. Reflective Journal (1)
5. Inclusive Teaching Guide (1)

**Course Assignments:**

**Professional Commitment/ Class Attendance/ Participation**

**REQUIREMENTS:**

You will earn a total of (140) Attendance and Participation points by:

1. Attending all class sessions (70)
2. Submitting class list (10)
3. Active participation throughout the semester in a professional cooperative manner (10)
4. Turning in all your assignments on time (10)

5. Actively working with your group on the group assignments (10)

6. Submitting the course evaluation (10)

7. Selecting a peer reviewer (10)

8. Effectively working with a peer reviewer (10)

Attendance and Participation Requirements

All assignments must be turned in on time (RTI Paper, Project, Reflective Paper, Survey, and Group Discussion). **Late assignment means 50% off total points** (later than one week not accepted)

Attending all seven 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.

2. Inclusive Survey (See the assignment section of Bb) (100 points) Due May 22, 2013

3. Response to Intervention (100 points) Due May 29, 2013

You will locate **two research** articles related to RTI. The paper will **identify RTI (15 points)** and **how it works in practice (15 points)**. You will also **identify the implications (15 points)** for general and special education focusing on the impact of inclusive education. Next, you will **summarize (10 points)** both articles and identify **what further research** needs to take place (15 points). Finally you will **end the paper with a professional reflection of RTI based on your research (20 points).**
This paper will also reflect your ability to address and identify practices within the educational field and acknowledge what impacts the classroom directly. The paper must also follow APA format (10 points). Two article examples and written paper is included under assignments on the blackboard site.

4. Reflective Journal (100 points) Due June 12, 2013 on the assignment section of (Bb)


For a final project, you will develop a guide for your subject and/or grade level that describes in practical terms the strategies you will use for inclusive teaching. This guide should draw from the text, class-based learning activities and presentation, resources you have obtained, and other information you possess. The Guide should be a practical tool that you could use for yourself and other teachers. NOTE: This Guide is intended to include narrative writing that you do yourself. You are encouraged to draw from many resources, including the items provided via the bb site. However, the Guide is not to be a compilation of handouts and resources you gather and organize in a binder. Rather, the Guide is to be your description regarding how you will function as an effective, inclusive general or special education teacher. A rubric that will be used by the instructor can be found on the Bb site. This will help you see what content is considered important.

Inclusive Teaching Guide Proposal: Each student will write one to two sentences explaining how you want to approach your Inclusive Teaching Guide is due on May 15, 2013. 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. (Send this to the instructor's Email address)

Assigned Course Readings
You are expected to read weekly assignments according to the syllabus. Your readings will be reflected in your activation questions, projects, and discussion board postings.

Plagiarism
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. You can find more information on plagiarism after the schedule in this syllabus as well as under course documents on our BB site.

Evaluation and Scoring System:
All assignments sent to the instructor must be written carefully with correct sentence and paragraph structure, grammar, and spelling formatted according to the "Publication Manual of the American Psychological Association (APA)," 5th Edition (2001). Write carefully with correct sentence and paragraph structure, grammar and spelling. All use of references need to follow APA conventions. If you do not follow the APA format your grade will be affected. Please provide a cover page as well.

- All submitted work must be the original work of the student; instructor will follow procedures per Dishonesty Disclaimer in WSU Student Handbook.

- **Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows:

  750 - 800 = A  
  699 - 749 = A-  
  648 - 698 = B+  
  597 - 647 = B  
  546 - 596 = B-  
  495 - 545 = C+  
  444 - 494 = C  
  393 - 443 = C  
  392- Below = E

The 800-points available are divided across assignments as follows:

**Professional Commitment (140 points)**

**Inclusive Survey (100-points)**

**RTI paper and discussion (100 points)**

**Reflective Journal (100 points)**

**Inclusive Teaching Guide (360 points)**

**Withdrawal Policies**

In order to receive a withdrawal from the course after the fourth week of class you 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

You must submit your withdrawal request on-line through Pipeline. The instructor must approve the withdrawal request before it becomes final and the student should 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.

- Any withdrawal notation (WP, WF, or WN) will count as an attempt at a course, per University policy, and will be taken into account with respect to College repeat policies. Therefore, think carefully before withdrawing from a course.
“I” = In order to receive an “I” grade; you must be regularly attending this class and submitting work on an ongoing basis. You are unable to get an “I” grade unless you have completed all work up to when the request form is turned into me. You must request an “I” in writing. In addition, this will only be granted based on extreme circumstances. No person will receive a final grade until all of the required assignments are completed.

Please note: The information contained in this Syllabus can be changed at any time without prior notice at the discretion of the instructor if deemed necessary.

2. Course Policies:

- Make up assignments in cases of documented emergencies must be pre-arranged with the instructor.
- Regular attendance is expected, meaning turning your assignments in on time, attendance at the first class meeting. Late assignments mean absent for that day and you will lose assignment and attendance points (mark down of 50% for all late assignments – will not accept anything over a week late).

3. Getting Help:

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

- Computer and Information Technology: Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu
- COE computer lab - General Purpose Lab (room 114) has technicians available to assist you. Monday – Thursday 10 am – 9 pm and Friday 10 am – 5 pm or contact Donna Carroll at 313-577-8116 or decarroll@wayne.edu.
- Adamany Undergraduate Library Computer Lab
- 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.

- 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, either directly or from the course website (please do not post your private questions or concerns on the Blackboard course site) however, 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. Turnaround time for emails are generally less than 24 hours. I will NOT respond to questions that are 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 posted. Emails will NOT be answered unless they include your course number, section, your name, and your group number.

IMPORTANT NOTES (you must read it all):
• **General Expectations Regarding Written Assignments.** All written assignments must use proper spelling and appropriate grammar. It is advisable to proofread your paperwork before handing it in. You must use APA format when choosing to incorporate citations of references. It is important to hand in all assignments on time. Late assignments will affect your grade and attendance points. In addition, turn around for grading assignments is generally a week from due date.

• **Assignment Submission:**
  - All written assignments will be submitted as online attachments via Bb, except for your proposal for the final project, which should be submitted to my email address: af3511@wayne.edu
  - Make sure to only include active group participants’ names on the submitted copy.

• **All email correspondences must** include your course number, section, full name in the email subject line.
  - The instructor teaches several classes and needs to filter emails according to the class and section numbers.
  - Please include your full name when sending emails.
  - Unsigned emails or those emails without the course number and section in the subject will be sent back to the sender to be resubmitted.

• It is your responsibility to check the Blackboard Announcement Page and your WSU email at least two times a week for updates and possible changes.

• Instructor is not responsible if you do not receive emails in the event you redirect your WSU email to your personal email and your personal email box is full, inactive or if you change your email address. It is highly recommended that you use your WSU AccessID email to ensure receiving all emails.

• It is your responsibility to be prepared for attending the 1st classroom live meeting.

• You must save all Bb course documents your own computer.
  - Some of the documents will open in Blackboard, but you cannot save your work on the course site document.
  - You must have your own copy to begin working on your own assignment.
  - Open your assignment, save it to your computer and then send it to your instructor via email attachment.
  - Go to Course Information - Student Help if you need details about how to save a document from this course site on to your own computer.

• You can copy, cut, paste, print and save everything in this course to your computer EXCEPT the final examination.

**Research and Writing Process:**

Please refer to the following website if you need assistance with research and the writing process: http://uwc.tamu.edu/faculty/webliography/ResearchProcess.html. Content covers: Research Process, Style Manuals, Writing, Research, Style, Grammar and Punctuation.

**Attention Students with Disabilities**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. 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).

4. Religious Holiday observance:
   Please let me know in advance if you require an adjustment with your course requirements based on any religious observance.

BLACKBOARD COURSE SITE

A course website is available on which are posted much information that may be useful to you including syllabus, schedule, handouts, resources, information for each chapter of the book including exercise forms and links. Examples of past student assignments are also available online (see the link for Learning Works!). While you are not required to engage in online dialogue, a section of the discussion board will be available for this purpose. Additionally, each group will have a page that you can use in working on collaborative assignments.

5 East Ways to Celebrate Exceptional Children

1. Present awards to teachers, parents, and local community individuals, such as outstanding educator, outstanding employer of persons with disabilities, or parent of the year.

2. Profile historical and famous people with disabilities.

3. Sponsor a movie night

4. Invite local college students and professionals who have disabilities to speak to students.

5. Encourage all students to read books about individuals with exceptionalities in their classes.
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<thead>
<tr>
<th>Date:</th>
<th>Module Topic:</th>
<th>Assignments and Readings:</th>
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<tbody>
<tr>
<td><strong>Week #1 05/08/13</strong></td>
<td>Special Education Inclusion Inclusive Learning Environment</td>
<td><em>(Week 1)</em></td>
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<tr>
<td>Room 0030 Education Building (MAIN CAMPUS).</td>
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<td>Initial Class meeting</td>
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<td>Introduction to course</td>
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<td>Introduction PowerPoint</td>
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<td><strong>Optional Internet Links:</strong></td>
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<td>Special Education Inclusion <a href="http://www.weac.org/resource/june96/speced.htm">http://www.weac.org/resource/june96/speced.htm</a></td>
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<td>Inclusion <a href="http://www.uni.edu/coe/inclusion/index.html">http://www.uni.edu/coe/inclusion/index.html</a></td>
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<td><strong>Assignments:</strong></td>
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<td>• Select a Peer Reviewer</td>
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<td>• MI Theory</td>
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<td>• KWL</td>
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**Week #2**  
5/15/13

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<tr>
<th>Special Education Labeling</th>
<th>(Week 2)</th>
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<tr>
<td>Special Education Process</td>
<td><strong>Readings:</strong> Chps 1 and 2, View PowerPoint 1 &amp; 2</td>
</tr>
<tr>
<td>Legislation</td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>Historical &amp; Philosophical Background</td>
<td>- Proposal for the Inclusive Teaching Guide due to instructor’s email address: (<a href="mailto:af3511@wayne.edu">af3511@wayne.edu</a>)</td>
</tr>
<tr>
<td>Inclusion</td>
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<td>Inclusive Learning Environment</td>
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**Week #3**  
05/22/13

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<th>Partnership Support Family Collaboration Community</th>
<th>(Week 3)</th>
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<tr>
<td><strong>Readings:</strong> Chps 5 &amp; 6, View PowerPoint 5 &amp; 6</td>
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**Optional Internet Links:**

Special Education Inclusion  
http://www.weac.org/resource/june96/speced.htm

Inclusion  
http://www.uni.edu/coe/inclusion/index.html

**Assignments**

- Inclusive Survey Due on the Course Assignment section of Bb
- Computer Lab-Undergraduate Library (Research): Response To Intervention (RTI)
### Week #4
5/29/2013

**Speech/Language**
- Multiple Disabilities
- Hearing Impaired
  - VI, HI, OHI, POHI
- TBI, EI
- ADD / ADHD
- Autism
- Gifted & Talented
- 2nd Language/ESL
- 504, At Risk
- Low Achievers
- CI, LD

**Readings:** Chps 3, View PowerPoint 3

**Read:** Federal Definition of Disabilities (Course Resources)

**Optional Internet Links:**
- Internet Resources for Special Children
  - [http://www.irsc.org](http://www.irsc.org)
- Down's Syndrome
  - [http://www.downsyndrome.org/](http://www.downsyndrome.org/)
- The Arc of the United States
- Information for Independence
- LD OnLine
  - [http://www.ldonline.org/](http://www.ldonline.org/)
- Behavioral Concerns
  - [http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html](http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html)
- Disabilities Studies and Services Center

**Assignments:**
- Response To Intervention Paper Due on the Course Assignment section of Bb

### Week #5
06/05/13

**Academic curriculum accommodations and adaptations**

**Student Assessment**

**Readings:** Chapters 7 & 9; PowerPoint 7 & 9

**Optional Internet Links:**
- Center for Effective Collaboration & Practice
  - [http://cecp.air.org/](http://cecp.air.org/)
- Untangling the Web
  - [http://www.icdi.wvu.edu/others.htm](http://www.icdi.wvu.edu/others.htm)

**Assignments:**
- Lesson plans
- Accommodations and adaptations
| **Week # 6**  
| **06/12/12** |
| Classroom design and assistive technology  
Positive approaches to behavioral challenges |

(No Live Class)

**(Week 6)**

**Readings:** Chapters 4, 8 & 10, **View:** PowerPoints 4, 8 & 10

**Assignments**

Reflective Journal Due on the Course Assignment section of Bb

| **Week #7**  
| **06/19/13** |
| Optional Internet Links:  
National Center to Improve  
[http://www2.edc.org/NCIP](http://www2.edc.org/NCIP)  
Practice in Special Education Through Technology, Media & Materials  
[http://www2.edc.org/NCIP/](http://www2.edc.org/NCIP/)  
Learning Strategies  

**(Week #7)**

**Readings:** Chapter 11, 12, 13 **View** PowerPoints 11, 12, 13

**Assignments:**

Final Course Evaluation
Final Inclusive Teaching Guide Due by midnight 6/21/13 @ 11:59 p.m.

Instructor will not accept late assignments that are over a week late. If an assignment is late (day) it will be marked down 50%.

Course grades are available on the Blackboard site; however, official grades can be found on Pipeline.wayne.edu

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

Dr. Estella Marshall-Reed, Ed.D.