

Rutgers University
Graduate School of Education
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Inclusive Teaching in Education 15:293:523 – 91

Fall 2012

Online Course - ecollege

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Instructor Availability

I will be checking our ecollege course pages very frequently, with the purpose of responding to comments and contributing to discussions. The best way to contact me is via email (posted above). It is my intention to respond to emails within 24 hours. If you do not get a response from me within 48 hours, please assume that there was a technological difficulty and resend your email. I have also provided my personal cell phone number so that you can contact me immediately if necessary. Since this is on an online course, I have no specific office hours. I will, however, be happy to arrange phone conferences as needed. My aim is to support you in any way that I can as you become the best possible educators. **YOUR QUESTIONS ARE ALWAYS WELCOMED. PLEASE DO NOT HESITATE TO CONTACT ME.**

Required Readings:

Salend, S.J. (2011). Creating inclusive classrooms: Effective and reflective practices (7th ed.). Upper Saddle River, New Jersey: Pearson. - You are NOT required to get the MyEducationLab version of the text.

Haddon, M. (2003). *the curious incident of the dog in the night-time*. New York: Vintage.

Additional required readings will be posted on doc sharing on the ecollege course page.

Course Description

The Federal government has increasingly mandated that special education students be included in general education classes to the maximum extent possible. As a result, most teachers today will find that their class roles include special education students. In accordance with New Jersey Professional Standards for Teachers, this course will address Standard Seven – Special Needs, in addition to including aspects of the other ten standards. The purpose of this course is to prepare general educators to be able to:

1. Explain the nature of various disabilities and the laws that govern their education;
2. Develop behavior management strategies to work with students exhibiting challenging behaviors;
3. Select and implement appropriate accommodations, strategies, techniques, and differentiated instruction so that **ALL** students will benefit from instruction; and

4. Work with other school professionals as part of the team effort that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds, in an inclusive setting.

Course Objectives

Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC).

1. Students will use Present Level of Education and Functional Performance and IEP goals and objectives to plan daily lessons, and weekly and monthly units of instruction that allows students to access the general education curriculum. *(PTS 5iii1,2; CEC CC4S3)*
2. Students will identify the scope and sequence of general education and special education, identify appropriate curriculum, materials, and resources, and critically evaluate curriculum with respect to its appropriateness for students with disabilities in a general education setting. *(PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)*
3. Students will identify effective teaching strategies for oral language, reading, written language, math, content areas, and problem solving, study skills, etc. and be able to plan lessons using effective strategies. *(PTS 1 i3,4, iii2; 4i;,4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4)*
4. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. *(PTS 5 iii1,2,4; CEC CC710-11)*
5. Students will be able to plan instruction for diverse learners (including students with and without identified special education needs and English Language Learners) in a variety of instructional settings (individual, small group, whole class) using both teacher-directed and peer-mediated approaches. *(PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)*
6. Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
7. Students will be able to identify effective instructional techniques for individual instruction, small group instruction, multiple group instruction, and whole class instruction including research-based instructional approaches. *(PTS 4 iii1, 6 i1; CECGC5S3)*
8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
9. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service; as well as be able to structure, direct and support the activities of paraprofessionals, volunteers, and tutors. *(PTS 9 ii3; CEC CC7K5)*
10. Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

Prerequisites for Online Course Format

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, PowerPoint, Ecollege, and email. Students with these skills should have a positive experience with an online course. Technical support is available for issues that you may have with Ecollege. You may contact the Help Desk at (732) 445-HELP (4357).

Overview of Online Course Setup

This is a fifteen week, three credit, online course that begins Tuesday, Sept. 4, 2012 and ends on Friday, Dec. 21, 2012 (including the exams period). Each week will contain a PowerPoint presentation that aligns with the chapter reading, any videos, case studies, and threaded discussions. Each week will begin on Sunday at 12 a.m. and finish on Saturday at 11:59 p.m. (with the exception of Week 1 which runs from Tuesday, January 17 – Saturday, January 21, 2012). You should read assignments a week in advance so that you will be prepared to respond to the threaded discussions.

Communication

I will communicate with the class in several ways. It is the student's responsibility to check all communications and to know the expectations and requirements for this course. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each week and for each thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

Course Policies

1. It is essential that you read this syllabus completely before beginning your work for this course. Please be advised that this syllabus is tentative. In the event of changes in assignments, it is the student's responsibility to know the changes, even if not logged-in on the day changes were posted. It is the student's responsibility to review announcements on the home page at least twice per week. Lack of knowledge about changes will not be considered an acceptable excuse for late assignments or failure to complete assignments as directed.
2. This is an online course, and expectations are much different than traditional in-person courses. You will need to be an active learner; there are no seats in the back of the room! Full, active participation with the course materials in ecollege is required. You are expected to **log into ecollege three times throughout each week at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to make your first post to each discussion thread by Wednesday of each week. You are expected to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions.

In order to successfully participate as described, it will be require that you return to online activities at least three times during the week in order to respond to discussions underway by your classmates.

3. Assignments and readings are to be completed by the date specified. Late posts to discussion threads will not be accepted. Late assignments will not be accepted. In general, each week goes from Sunday through Saturday. For students who would like a small jump start, access to each new week will be granted beginning on Saturday mornings. Therefore, for most weeks, new activities will be opened by Saturday morning and closed by the following Saturday night.
4. When students respond to class discussions, it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is essential that you relate the readings to the threaded discussion questions. In addition, you are encouraged to share personal experiences you have gained from student practicum and internship experiences. In general, posting early in the week provides the advantage of being able to contribute original comments. It also gives your peers ample opportunity to respond to your comments. The quality of your posts/comments is as equally important as the quantity of your posts/comments. Therefore, responses that consist of “I agree” are not acceptable. It is expected that your comments/posts reflect knowledge and careful thought. You are also expected to respond to any questions raised by your peers or the instructor.
5. As future teachers, it is imperative that your communication style be as professional as possible. Therefore, you are expected to compose your thoughts and ideas in a coherent, professional manner. Accordingly, your posts should utilize proper grammar, spelling, etc. This not only demonstrates respect for your peers and future colleagues, but also for the profession. It also makes it easier for others to grasp and respond to what you are trying to convey. You should refrain from using “text messaging” language as much as possible. You are encouraged to be mindful of how your written language skills reflect upon you. Overall, please be polite, respectful, and professional when posting and responding to threads. It is expected that we will have differences in opinions on topics that will arise in the course, but berating comments are not acceptable. Anyone who is disrespectful or berating toward others will be barred from participation in threaded discussions, which will be reflected in the participation grade.
6. Please keep to the topic listed in the instructions for each discussion thread or group. If you have other issues or concerns, please bring them up in the Class Lounge tab that is set up on under Course Home. Please use this thread to ask each other questions. All students should check this thread once per week to see if there are any posts by classmates. I will check this area once in awhile to see if there are any major areas of concern with the course that I need to address. **If you have a pressing concern, please contact me via email!**
7. You are required to use APA style for all written assignments. The webliography on ecollege includes links that will assist you with APA style. It is important to cite all of

your references appropriately. Plagiarism will be handled in accordance with Rutgers University policy.

8. Extra credit assignments are not available

How You Earn Your Grade

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted in the case of a documented emergency and points will be deducted for each day that an assignment is late. Extra credit is NOT available.

<u>Grading Requirements</u>	<u>Point Value</u>
1. Differentiated Unit Plan	150
2. Online Participation	125
3. Behavior Intervention Plan	125
4. Journal Reflections	50
5. Final Exam	<u>50</u>
Total:	500

Points will be converted to letter grades as indicated below:

447.3 - 500	= A
432.3 - 447.2	= B+
397.3 - 432.2	= B
382.3 - 397.2	= C+
347.3 - 382.2	= C
297.3 - 347.2	= D
0 - 297.2	= F

Students with Special Needs

If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Academic Integrity

Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university. The source of the unit plan for the Unit Plan assignment should be documented.

Terminology

Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as "students with learning disabilities" or "individuals who have mental retardation" are preferred over adjectival constructions such as "mentally retarded

people.” Since *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

Assignments:

Differentiated Unit Plan – 150 points

Group Project: Groups will be assigned based on certification area

Individual Reflection: To be submitted separately by each group member

Due: Nov. 17, 2012

You are to read these directions and then go to Doc Sharing for the Differentiated Unit Plan Format and Differentiated Unit Planning Chart.

This is a group assignment. You will be assigned to a group based on the type of certification toward which you are working. You will be provided with a rubric, which will be posted under Doc Sharing and with a copy of these directions on our ecollege pages. The completed Differentiated Unit Plan will be submitted to the instructor via the DropBox. Each member of the group will also submit an individual reflection of the Differentiated Unit Plan.

The objective of this assignment is to put into practice the information learned in class regarding differentiating instruction for at-risk students and to build on your student teaching experience and other teaching experiences. You will apply what you have learned about special education and differentiating instruction to three (3) lessons from the unit plan selected by your group.

The importance of this assignment is reflected in its high point value. A high-quality Differentiated Unit Plan is best developed over time. Last minute work will be evident in the quality of the finished product. You should begin working on this assignment as soon as you are formed into groups. Please find descriptions of the major components of the Differentiated Unit Plan below.

The Unit Plan

You will select one unit plan developed for a previous class by one of the group members. The unit plan should be a very thorough, well-planned document. This unit plan will be your starting point.

Three Lessons

You will then select three (3) lessons from the unit plan that your group is using.

1. One lesson must include a cooperative learning activity and you will explain how and why students will be grouped as planned. How will you grade them and how will you accommodate for student differences within the groups and for grading?
2. One lesson must be team taught and you will describe each teacher's (general and special education) responsibilities for the lesson.

3. At least one lesson must describe how you will use technology to support students with special needs (include this in the *Differentiated Lesson Planning Chart*).

Differentiated Lesson Planning Chart

You will transfer select information from each of the three lessons that you are using to a corresponding *Differentiated Lesson Planning Chart* – one lesson for each chart for a total of three charts. The *Differentiated Lesson Planning Chart* is provided in ecollege under Doc sharing and under the tab called “Differentiated Unit Plan.” The *Differentiated Lesson Planning Chart* provides space for you to include information about how you will provide comprehensive differentiation of the lessons for the students with special needs. You must show how you will differentiate each individual lesson for each group of diverse learners described below. As you complete the charts, you will demonstrate how you considered and modified (if necessary) the following: objectives, environment, activity, materials, requirements, instructions, level of assistance, and assessments. These areas include planning for how you will modify reading assignments and/or handouts, as well as writing assignments.

Students for Whom You will Differentiate

Each *Differentiated Lesson Planning Chart* will indicate how you will differentiate for the following types of students *at a minimum* (you may elect to indicate how you will differentiate for other types of students as well):

1. Student with a learning disability who is reading two grade levels lower than peers;
2. Student with ADHD – Combined Type (Inattentive and Hyperactive);
3. Student with autism or other moderate disability of your choosing. *If you select another moderate disability you must get approval from the instructor in advance.*

Cover Pages

The first two pages of the unit plan will be cover pages to the *Differentiated Lesson Planning Charts*, and must include a list of group members and the components of the unit plan for which each group member is responsible. Each member of the group is required to contribute to the work required for this project. The following components **must** be included in the Cover Pages:

1. Names of group members and responsibilities;
2. Subject Area;
3. Grade Level;
4. School Setting (inner city, suburban, student interests and activities, cultural influences, etc.) and explanation of how our lessons will relate to your students’ life experiences;
5. Class Make-up (gender, ELL/DLL, gifted students, minorities, and students with LD, ADHD, and autism or other moderate disability);
6. NJCCCS;
7. Lesson Objectives;
8. Essential Questions;
9. Key vocabulary; and
10. Teacher and Student Materials Needed.

Samples of Handouts/Assessments

In addition to the cover pages and completing three *Differentiated Lesson Planning Charts* (one for each of three lesson plans), you are expected to include samples of assignments, study guides,

and tests/quizzes for typically developing peers and modified versions of assignments, study guides, and tests/quizzes for the students with disabilities. You should include samples of everything you describe such as study guides, modified readings, rubrics, etc. You should be creative and thorough.

References

Use at least two outside references for your project (other than the text) and cite APA style. I recommend using journal articles.

Behavior Support Plan – 125 points

Small Group Project: You may select one or two partners or partners will be assigned.

Due: Oct. 15, 2012

You will develop a behavior support plan based on a case study that you select. The case study can be real or fictional, but will preferably be based upon a student with whom you actually worked. Be sure to eliminate all identifying information (no real names of student or school; no actual date of birth, etc.). Your Behavior Support Plan must include the following components:

1. A thorough vignette describing the student (age, grade, gender, academic standing, etc.) and the behavior problem (history of the problem, prior interventions, and current situation, etc.);
2. An A-B-C (antecedent, behavior, consequence) analysis of the behavior, which will include:
 - a. an operational definition of the behavior,
 - b. data collection strategies,
 - c. function(s) of the behavior,
 - d. additional academic, social, and family information;
3. An hypothesis or summary statement;
4. Sociocultural and socioeconomic factors;
5. A function-based intervention plan that includes
 - a. environmental modifications,
 - b. measurable goals and the individuals responsible for helping the student attain these goals,
 - c. how antecedent events will be addressed,
 - d. how consequences will be modified,
 - e. what new skills will be taught to the student to replace challenging behaviors; and
6. How the Behavior Support Plan will be evaluated. How will you determine if the plan is working?

Online Participation – 125 points

As indicated under course policies section of this syllabus, full active participation with the course materials in ecollege is required. You are expected to log into ecollege three times throughout each week **at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to make your first post to each discussion thread by Wednesday of each week. You are expected to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. In order to successfully participate as described, it will be require that you

return to online activities at least three times during the week in order to respond to discussions underway by your classmates. **It is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with the Course Policies section of this syllabus so that you have a clear understanding of expectations for online participation.**

Reflective Journal - 50 points
Due: Oct. 27, 2012

You are required to read The Curious Incident of the Dog in the Night-time by Mark Haddon.

Under Doc Sharing, you will be presented with four journal questions to which you will have to respond. The first two journal questions relate to the first 100 pages of the book, and the second two questions relate to the remainder of the book.

Write enough to make your thoughts clear, but it is possible to do this effectively and still be brief. Each journal reflection question is to be no longer than one page in length. The purpose of this assignment is for you to gain insight into the mind of a student with special needs and to reflect on what it might be like if you had the main character of the book in your classroom.

The assignment is intended to be done over a period of weeks, giving you time to read the book, and then reflect on respond to the journal questions.

Final Exam – 50 points
The final exam will be cumulative.
Due: Dec. 14, 2012 by 11:59 p.m.

Tentative Class Schedule*

Week/Date	Topic	Reading Assignments	Assignments Due
1. Sept. 4	Understanding Inclusion	Chapter 1	
2. Sept. 9	Diverse Educational Strengths and Challenges	Chapter 2	
3. Sept. 16	Educational Strengths and Weaknesses	Chapter 3	
4. Sept. 23	Promoting Positive Behavior	Chapter 7	
5. Sept. 30	Differentiated Instruction	Chapter 8	.
6. Oct. 7	Large and Small Group Instruction	Chapter 9	BSP Plan Due Oct. 15 by 11:59 p.m.
7. Oct. 14	Differentiating reading, Writing, & Spelling	Chapter 10	
8. Oct. 21	Differentiating Math, Science, and Social Studies	Chapter 11	Reflective Journal Due Oct. 27 by 11:59 p.m.
9. Oct. 28	Evaluating Student Progress	Chapter 12	
10. Nov. 4	Collaborative Relationships	Chapter 4	
11. Nov. 11	Fostering Acceptance and Friendship	Chapter 5	Differentiated Unit Plan Due Nov. 17 by 11:59 p.m.
12. Nov. 18	Effective Supports for Teachers Short Week – Thanksgiving	Tools for Teachers	
13. Nov. 26	Creating Successful Transitions	Chapter 6	
14. Dec. 2	Harassment Intimidation and Bullying (HIB)	To be assigned	
15. Dec. 9	Cumulative Final Exam		Due Dec. 14 by 11:59

*** Schedule is subject to change**