

**Rutgers University**  
**Graduate School of Education**  
10 Seminary Place, New Brunswick, NJ 08901  
732-932-7496 ext 8300

**Inclusive Teaching in Education 15:293:523 - 91**

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. PLEASE FEEL FREE TO CONTACT ME WITH ANY QUESTIONS!

**Text:**

Salend, S.J. (2011). Creating inclusive classrooms: Effective and reflective practices (7<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson.

ISBN# 0-13-703074-3

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).

Online

### Overview of Online Course Setup

This is a fifteen week, three credit, online course. 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 is shorter). 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 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. It is not acceptable to use “text messaging” language. 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.
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.

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

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.

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**Assignments:****Differentiated Unit Plan – 150 points**

Group Project: Groups will be assigned based on certification area

You will be assigned to a group based on certification. There are two parts to this assignment: a Differentiated Unit Plan and a PowerPoint Presentation about the Unit Plan. You will be provided with rubrics for each part of the assignment. You will turn in both parts of the project to the instructor via the DropBox. In addition, you will submit a copy of the PowerPoint Presentation into DocSharing for your peers to view.

**Part I - Differentiated Unit Plan- 125 points**

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. The unit plan should consist of at least five individual lessons. The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students and to build on your student teaching experience. You will apply what you have learned about special education and differentiating instruction to the document you already created for your discipline. You will use the lesson plan format provided under DocSharing on the course website. Along with this Unit Plan you should 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. ***You are required to include all of the information that you add to the unit plan related to differentiation in bold, italics. This will make it more obvious to the reader.***

Feel free to develop a graphic organizer outlining the unit. Include samples of assignments and modified versions of assignments including tests. Be sure to include samples of everything you describe such as study guides, modified readings, rubrics, etc. Be creative! Be thorough! 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.

The following components ***must*** be included:

1. It is critical that you describe your class make up and include diverse learners in your class (i.e. ELL students, students with disabilities, gifted students, minorities). Be sure to show how you will differentiate each individual lesson for each group of diverse learners in your class. ***Identify the at-risk students in your class – you must include students with learning disabilities, plus at least two other types of students.***
2. Provide a short description of the school setting where your unit will take place (inner city, suburban, student interests and activities, cultural influences, etc.) and explain how your lessons will relate to your students' life experiences.
3. Describe how your overall objectives, assignments, and assessments will be modified for students with learning problems (provide samples).
4. How will students monitor their progress? Provide sample test and modified version. Also include a sample study guide for the test.

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5. How will you adapt the textbook (differentiate for reading levels), written information and handouts (writing accommodations), and activities? Provide samples.
6. One lesson will include a cooperative learning activity and you will explain how students will be grouped and graded and how you will accommodate for student differences.
7. One lesson will be team taught and you will describe each teacher's (general and special education) responsibilities for the lesson.
8. How will you use technology to supplement or reinforce your lessons?
9. Use at least two outside reference sources (other than the text) for your project and cite APA style in your report. I recommend using journal articles.
10. ***You are required to include all of the information that you add to the unit plan related to differentiation in bold, italics. This will make it more obvious to the reader.***

Part II-PowerPoint Presentation-25 points

You will create a 15 to 20 minute voice over PowerPoint Presentation about your Unit Plan. The presentation should discuss the subject area you focused on and differentiation you developed. It should summarize your project and focus on information relevant to this course. You will submit a copy of the PowerPoint Presentation into DocSharing for your peers to view. A threaded discussion will be developed for peers to provide feedback on your presentation. As for all discussion threads, you will be expected to respond to peer feedback.

**Behavior Support Plan – 125 points**

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 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 analysis of the behavior, including
  - 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 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.

### **Technology Assignment – 50 points**

The goals of this assignment are for you to (1) learn about various technology-based supports for students with special needs, and (2) share the information that you acquired with your classmates.

You are to research and select a technology-based method/strategy that can be used to support the successful inclusion of students with special needs in the general education curriculum. You are to introduce the form of technology that you researched and selected to your peers via a PowerPoint presentation with voiceover narrative that would take about 10 minutes to view.

Your presentation should include:

1. A thorough description of the technology with at least one link to an online source of information about it;
2. A summary of how this technology fosters independence and/or increases learning;
3. Information about how teachers may be able to access this technology;
4. A description of how to implement this technology to improve access to inclusion;
5. A description of how you would consider preferences of students, families, and IEP teams regarding this technology;
6. An overview of the strengths of this form of technology;
7. An overview of any anticipated obstacles to using this technology in the general education classroom and how these obstacles can be managed;
8. A description of how this form of technology would impact or change the way you teach.

You are encouraged to refer to the text for guidance and additional information. Every chapter has a section on technology. Remember, your PowerPoint presentation must be narrated and take approximately 10 minutes to view.

### **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 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.**

### **Final Exam – 50 points**

The final exam will be cumulative. The format will be announced during the semester.

**Tentative Class Schedule\***

<b>Week</b>	<b>Topic</b>	<b>Reading Assignment(s)</b>
Week 1	Understanding Inclusion	Chapter 1
Week 2	Diverse Educational Strengths and Challenges	Chapter 2
Week 3	Differentiated Instruction	Chapter 8
Week 4	Large & Small Group Instruction	Chapter 9
Week 5	Differentiating Reading, Writing, & Spelling	Chapter 10
Week 6	Differentiating Reading, Writing, & Spelling (cont.)	Chapter 10 cont.
Week 7	Differentiating Math, Science, & Social Studies	Chapter 11
Week 8	Evaluating Student Progress	Chapter 12
Week 9	<b>Spring Break</b>	
Week 10	Promoting Positive Behavior	Chapter 7
Week 11	Collaborative Relationships	Chapter 4
Week 12	Educational Strengths and Weaknesses	Chapter 3
Week 13	Fostering Acceptance and Friendship	Chapter 5
Week 14	Creating Successful Transitions	Chapter 6
Week 15	Review of Differentiated Unit Plans	
Week 16	Cumulative Final Exam	

**\* Schedule is subject to change**