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Inclusive Teaching in Education
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Summer 2016
Online - eCollege
3 Credits
Dates: May 31 - July 8

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Instructor: Judith R. Harrison, Ph.D.	Email: judith.harrison@gse.rutgers.edu
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Office Hours: By Appointment	Prerequisites: Teacher Ed Students
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: X_ No __ Yes

As this course is online, it is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with this syllabus so that you have a clear understanding of expectations for online participation.

Learning goals:

Upon successful completion of the course, students will be able to (standards within parenthesis are New Jersey Professional Teaching Standards [NJ PTS], New Jersey Professional Standards for Teachers Aligned with InTASC May 5, 2014, [NJ IT] and Council for Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers [CEC CC]):

1. use Present Level of Academic 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. identify the scope and sequence of general education and special education, identify appropriate curriculum, materials, and resources, and critically evaluate curriculum with respect to appropriateness for students with disabilities in a general education setting (PTS 1 ii3,4I, 2, iii3,7; CEC CC7K2),
3. 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. 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. 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. plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and material to differentiate instruction for individuals and groups of learners. (NJ IT 7i(2)),
7. identify and implement appropriate modifications and accommodations for students. (PTS 2iii; 4i3; 7i4; CEC GC4S7),
8. be committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (NJ IT 6 iii (3)),
9. 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),
10. understand students with exceptional needs, including those associated with disabilities and giftedness, and know how to use strategies and resources to address these needs. (NJ IT 2 ii(2)),
11. access resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology (NJ IT 2i(6)),
12. identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. (PTS 9 ii3; CEC CC10K1, CC10S6),
13. 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),
14. incorporate and implement instructional and assistive technology into students' educational programs. (PTS 4i4; CEC GC4S7, CC7S0).

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: (a) understand the nature of various disabilities and the laws that govern their education; (b) develop behavior management strategies to work with students with behavioral challenges; (c) learn how to use accommodations, strategies, techniques and differentiated instruction so that ALL students will benefit from instruction; and (d) learn how to 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.

Class materials/ Textbooks:

Creating Inclusive Classrooms by Spencer Salend (ISBN# 0-13-227235-0) Pearson - Prentice Hall, 7th edition and additional required readings available online at ecollege at help@ecollege.rutgers.edu.

Grading policy:

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 with the permission of the instructor. Online activities are based on assigned readings; as a result it is important that students keep up-to-date on their reading.

These number grades will be converted to letter grades as follows:

90 - 100%	=	A
87 - 89%	=	B+
80 - 86%	=	B
77 - 79%	=	C+
70 - 76%	=	C
60 - 69%	=	D
59% and below	=	F

Online Course Policies and Procedures

Students should be comfortable in an online environment. Specifically, students should be able use basic computer and Internet tools such as Word Processing, Power Point, eCollege, and email. If you need additional support, you can contact the eCollege help desk at help@ecollege.rutgers.edu.

Online Course Setup

You must:
- log into the course **at least three times per week** (more would be beneficial to you);
- complete assigned readings;
- view all weekly unit material;
- participate/respond to discussion threads;
- and, complete assignments.

Be sure to check the announcements, discussion, and private messages section each time you are on eCollege. All assignments are due on time and should be uploaded into the appropriate assignment folder or through other established procedures. Please check your Rutgers e-mail and eCollege messages/announcements weekly on Monday of each week. I will provide information that you need to guide you through the week.

Each week by Sunday evening (9:00 pm), you will be able to log into the weekly folder and access the required readings, Power Point presentation(s), any videos, case studies and required threaded discussions for the week assuming no technology problems. You are welcome to participate in as many as you like. **You are responsible for all information in following the course syllabus and posted online.**

Assignments:

Points will be earned for the following activities (rubrics will be provided for each activity):

1. **Online Participation** (100 points). You must log into the course at least three times per week to read, contribute, and respond to new discussion threads and participate in one weekly chat session. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as responding to new discussion threads. It must be obvious that you have read the material. In order to successfully participate as described, it will require you to return to online activities at least three times during the week.

2. **Assignment 1: Technology Assignment** (100 points). The assignment includes posting a Power Point presentation of your selected technology with your recorded voice "presenting" the Power Point and you leading a chat session about your technology. Please sign up for a presentation date on eCollege. Briefly, you will describe and demonstrate the use of instructional technology in the classroom and methods of adapting that technology to increase the success of inclusion of students at-risk or with exceptionalities. Please follow the rubric on eCollege to assure that you include all necessary information.

3. **Assignment 2: Behavior Support Plan** (100 points). You will complete a behavior support plan based on a case study that you select. The case study can be real or fictional, but will preferably be a student with who you have worked. Be sure to eliminate all identifying information (no real names of student or school, etc.). Please follow the rubric on eCollege to assure that you include all necessary information/components.

4. **Assignment 3: Partner Differentiated Unit Plan** (100 points). You will select a partner within the class and email the professor with your partner's name. If you would prefer that the professor assign a partner for you, please email her by 6/10/16. As a basis for this assignment, you will use a unit developed for a previous class by either you or your partner or from another source. The unit will include an (a) introduction, (b) a description of three types of students with special needs that will differential for in the unit including one student with a learning disability, one student with behavioral challenges, and one student with a disability of your choice, (c) a brief description of the school setting, (d) a description of how the unit relates to the students life, (e) a description of each common core standard that is addressed by the unit and a description of how you will modify (if you will) the standards, (f) a description of prior knowledge students' needs for the unit; how you will know if they have that knowledge, and how you will address gaps in their knowledge. One lesson will include a cooperative learning activity and one lesson will be team-taught. For the cooperative learning activity, you will explain how you will group students, grade the activity, and include accommodations or interventions as needed. For the team-taught lesson, you will describe each teacher's (general and special education) responsibilities for the lesson. Within in the unit, you will describe a plan to include accommodations, modifications, and interventions of your overall goals, assignments, and assessments. The plan will include a continuum of services to address the needs of your students (i.e., services on the evidence based IEP, within the Life Course Model). You will include a plan to monitor student progress including formative and summative assessments and a

plan for responding to response (and non-response) to intervention. You will include a description of the role of paraprofessional(s) within this unit. Please include **both names** (partners) on the final product submitted.

Please check the rubric on eCollege to make sure that you include all of the details for this lesson.

5. **Final Examination** (100 points). The final examination will be posted online the final week of class in the Tests and Quizzes section and must be completed by July 8, 2016 at 11:59 pm.

Task	Points	Course Objective(s)	Due Date
Online Participation	100	All	Each class
Assignment 1: Technology Assignment	100	1, 2, 3, 8, 10, 11, 14	Per presentation schedule
Assignment 2: Behavior Support Plan	100	1, 2, 5	6/17/15
Assignment 3: Partner Differentiated Unit Plan	100	1, 2, 3, 4, 5, 9, 11, 12, 13	7/01/15
Final Exam	100	1, 2, 8	7/2/15
Total Possible Points	**500**	**All**	

If you have special needs as defined by the Americans with Disabilities Act and are eligible for academic accommodations, please notify your instructor 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.

Assignment Submission:

All assignments must be uploaded to the corresponding assignment folder on eCollege by prior to class on the due date.

All assignments must be formatted per the Publication Manual of the American Psychological Association (APA; 6th edition; 2009). Assignments must be double spaced using 12-point Times New Roman font. Refer to the APA manual and the handout provided by your instructor. Please proof read your assignment prior to submission paying close attention to grammar, spelling, and organization.

Late assignments are accepted only at the discretion of the instructor. If you are absent the day an assignment is due, you must email the assignment to the instructor to avoid points being deducted.

Additional assignments may be given at the beginning of class. If late to class, students are responsible for checking with other students in the class.

Policy: Professional Behavior and Demeanor:

Students are expected to be respectful of divergent beliefs and opinions that may be voiced on discussion boards and chat sessions, offering constructive questioning and feedback as appropriate.

Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms. Students should avoid terminology that objectifies human beings as "things" of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers from a disability. Because 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", "typically developing students", or "students without learning disabilities" should be used. See the APA Manual for more information on person-first terminology.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Schedule

Week	Dates	Topic	Readings**	Notes/Activities/ Assignments Due
1	May 31 - June 3	• Review the syllabus • Understanding inclusion • Understanding diverse educational strengths and challenges of students with disabilities • Understanding the diverse educational strengths and challenges of students who challenge schools	Salend: Chapter 1, 2, & 3	
2	June 6 - 10	• Creating collaborative relationships and fostering communication • Creating environments that foster acceptance and friendship	Salend: Chapter 4 & 5	**Technology presentations begin (5 presentations)**
3	June 13 - 17	• Creating successful transitions to inclusive settings • Creating a classroom environment that promotes positive behavior	Salend: Chapter 6 & 7	**Technology (5 presentations)**
4	June 20 - 24	• Differentiating instruction for diverse learners • Differentiating large and small-group instruction	Salend: Chapter 8 & 9	**Technology (5 presentations)**
5	June 27 - July 1	• Differentiating reading, writing, and spelling instruction • Differentiating math, science, social studies instruction	Salend: Chapter 10 & 11	**Technology (5 presentations)**
6	July 4 - July 8	• Evaluating student progress and program effectiveness	Chapter 12	**Final Exam Due by July 2nd at 11:59 pm**

**Additional readings will be added weekly