

Revised Catalog Copy

EDUC 4435 Inclusive Practices for the General Education Teacher (2)

This course will introduce general educators to strategies that promote the social and academic integration of children with disabilities into the general education classroom. Topics will include the following: inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction and positive behavior supports. Prerequisites: EDUC 2900 and 9 credit hours of professional education courses or permission of instructor.

EDUC 4440 Inclusion Strategies (3)

Students in this course are introduced to strategies that promote the social and academic integration of children with disabilities into the general education classroom. Topics include inclusive education philosophy and research, collaborative practices, roles and responsibilities working with paraeducators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education, Making Action Plans/Future's Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, and positive behavior supports. Prerequisites: EDUC 2900 and 9 credit hours of professional education courses or permission of instructor.

Course Syllabus

COURSE NUMBER: EDUC 4430	COURSE TITLE: Inclusive Practices for General Education Teachers	TERM: Spring 2010
SITE: Webster Hall, Room 219 Fridays, Spring 1 8:30 am – 12:30 p.m.	INSTRUCTOR CONTACT INFORMATION: Diane Cooper Victoria McMullen Kris Weingaertner-Hartke	CREDIT HOURS: 2

1. COURSE DESCRIPTION: This course will introduce general educators to strategies that promote the social and academic integration of children with disabilities into the general education classroom. Topics will include the following: inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction and positive behavior supports.

2. LEARNING OUTCOMES:

Learner Outcomes for this course	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
<ul style="list-style-type: none"> • The student will describe the roles and responsibilities of the members of the transdisciplinary team, including professionals from the related fields. • The student will identify strategies to build partnerships with parents. • The student will identify principles of effective collaboration and team building. • The student will identify strategies for directing the activities of a classroom paraeducator and others in an assisting role. • The student will describe how co-planning and co-teaching methods can be utilized to strengthen content acquisition of individuals with mild/moderate disabilities. 	SOE Goal 3.2 SOE Disposition 1.1, 1.2, 2.1, 2.4, 3.1, 3.2, 3.3 MO-STEP 9.2, 10.3, 10.4 CC4-K4, CC5-S6, CC5-S7, CC7-K1, CC7-K4 CAT4 (GC10K4; 7.10, 7.11)
<ul style="list-style-type: none"> • The student will use responses and errors to guide instructional decisions and to provide feedback to learners. • The student will describe changes needed in instruction in response to assessment data. 	SOE Goal 2 MO-STEP 8.1, 8.3, 8.4 CAT12 (GC4S12) CC7 (CC8S8)

<ul style="list-style-type: none"> • The student will develop a plan to promote social interaction and friendships among children and youth with and without disabilities. • The student will describe a problem-solving approach for dealing with challenging behavior. • The student will select effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with mild/moderate disabilities. • integrating academic instruction and behavior management for individuals and groups with mild/moderate disabilities. • The student will describe how to modify learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. 	<p>SOE Goal 2 MO-STEP 1.1, 3.2, 4.2, 5.1, 6.1, 6.2, 6.3 CC4-K1-2, CC5S4-5, CC5S-9, CC6-K3, CC7-K4, CC-S7, CC7-K1, CC9 CAT6 (GC4S1;4.1,4.3), CAT1 (GC7K1),</p>
<ul style="list-style-type: none"> • The student will identify strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. The student will select, and adapt research-based instructional strategies and materials based on the learning needs of the student. The student will describe the advantages and limitations of instructional strategies and practices for teaching individuals with mild/moderate disabilities. • The student will identify and incorporate accommodations, problem solving, and other research-based methods of modifying the general education curriculum to increase access and success of students with mild/moderate disabilities. • The student will describe methods for ensuring individual academic success in one-to-one, small group, and large group settings. • The student will describe specialized instructional strategies appropriate to the abilities and needs of the individual. • The student will select and incorporate research-based methods and strategies for teaching individuals with mild/moderate disabilities to check for spelling accuracy and generalization, for producing legible documents, and for enhancing vocabulary. 	<p>SOE Goal 2, MO-STEP 1.2, 3.2, 4.2, 5.1, 8.1, 9.2 CC2 (CC4S2) CC3 (CC4S3), CC4-K1-2, CC4-K4, CAT1 (GC5K3) CAT2 (GC4K3) CAT3 (GC6S1, GC6S2, GC6S4, GC6S3) CAT4 (GC7S2) CAT8 (GC4S2)</p>

Session 1: Review course objectives and expectations
Focus: Inclusion – What is it?

Session 2:
Focus: Teaming/Collaboration and Co-Teaching;
Tiered Academic Interventions (RTI)

Session 3: Focus: The Planning Process (MAPS), Ability Awareness, and Friendships

Session 4:
Focus: Curriculum Supports (Adaptations, Systematic Instruction, Alternate Performance Indicators)

Session 5:
Focus: Curriculum Supports (Accommodations and Modifications) and Collaboration with Paraeducators

Session 6:
Focus: Communication and Collaboration with Parents;

Session 7:
Focus: Positive Behavior Supports

Session 8:
Focus: Inclusion Beliefs and Values

This syllabus is subject to change at the discretion of the instructors.

3. RESOURCES:

4. EVALUATION

Weekly requirements:	Required Projects:
Participation in discussion groups and small group activities in order to complete an <i>exit card</i> for each class. 5 points for each exit card (7) (35 points)	Care team case study with PBS plan OR school wide PBS plan (completed in small groups) (20 points)
Locate a journal article on the topic for the sessions 2, 4 and 7. Read and submit a <i>one page reflection</i> (See attached guidelines). Be prepared to share contents, thoughts, etc. at the <i>beginning</i> of each class. 10 points for each reflection page (3) (30 points)	Portfolio (see attached description) (15 points)

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE EDUCATION OFFICE.

- All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

6. GRADING SCALE :

Grading Scale for Total Points Earned for the Course:

A =	93 – 100
A- =	90 – 92
B+ =	87 – 89
B =	83 – 86
B - =	80 – 82
C =	70 – 79
NC =	69 and below

7. **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

8. **ACCESSIBILITY/ACCOMODATIONS POLICY**

If you have a disability, please see us know as soon as possible to discuss your accommodation needs.

9. **OTHER**

- Attendance in class is required. If a student misses any class, the student must notify the instructor for that evening.
- Arriving late and leaving early will result in a conversation with the instructor(s) that may result in additional assignments.
- **Those who miss a class will still have the Exit Card requirement for that class. Students will submit an exit card that reflects how they researched and learned the content for the missed class presented in a 2 page paper.**
- Students who miss more than two classes are subject to an "Incomplete" for the class. Special arrangements must be made with the instructor to determine the work that must be completed for a grade in the class. The instructor reserves the right to require that the student enroll for the class during a subsequent semester.
- Students who do not complete the requirements of the course must contact both instructors in writing prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency.
- Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

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Reading Reflections: Due at the Beginning of Designated Classes (10 points each)

- Bring to class a one page reflection as a typed summary of the article. You will turn in the reflection. The reflection should include the following sections:

1. *Brief summary of key points of the reading.*
2. *Your own opinion on how the information will be beneficial to you, and*
3. *An alternative view-point or the flip side perspective.*

See scoring guide for further guidance.

- Be prepared to participate in a discussion on the contents of the article with class peers. Each student may have different articles or similar articles; the aim is for rich and beneficial conversation.
- This assignment will be due at the **beginning** of the class.
- The reflection may be written in “bulleted” format, but it must be written in complete sentences. Correct spelling and grammar is necessary. Please use a **12 point** font of your choice.

Personal Portfolio – Due on the last day of class (15 points)

- The portfolio **will include the following three components:**
 1. A reading, written-language or math lesson plan with examples how it may be adapted/modified (1) Same/Similar, (2) Multi-level, (3) Curriculum Overlapping, and (4) Alternative. **(5 points)**
 2. Develop a Home-School Communication Form to facilitate communication between school personnel and home. **(5 points)**
 3. RTI case study documenting level 1, level 2, and level 3 interventions for reading or math **(5 points)**