

Course Syllabus

COURSE NUMBER: EDUC 4440	COURSE TITLE: Inclusion Strategies in the General Education Classroom	TERM: Spring 2009
SITE: Webster Hall, Room 219 5:30 – 9:30 p.m.	INSTRUCTOR CONTACT INFORMATION: Kris Weingaertner-Hartke hartkehouse@msn.com 636.240.1125 (home) 1.636.485.4779 (cell) Kristi Peck kpeck_consultant@yahoo.com 314-517-0320 (cell)	CREDIT HOURS: 3

- 1. COURSE DESCRIPTION:** This course will introduce general and special educator 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, 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 and positive behavior supports.

2. LEARNING OUTCOMES:

Learner Outcomes for this course	Special Education Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
The student will describe how the history of special education has been influenced by legislation and litigation.	Understand the foundations of the field of special education	SOE Goal 1.1 SOE Disposition 1.3 CK1K3, CC1K4, Gc1K3, Gc1K4, GC1K6, GC5K1
The student will describe the process of identifying, planning, and integrating the	Assess, diagnose, and evaluate to develop individualized	SOE Goals 2.2, 2.3, and 3.2 SOE Disposition 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5

delivery of services children with disabilities.	instructional programs for students with special needs.	MO-STEP 1.2, 3.2, 4.2, 5.1, 8.1, 9.1, 9.2 CC4S1, CC5S3, CC5S4, CC5S5
The student will describe the roles and responsibilities of the members of the transdisciplinary team, including professionals from the related fields.	Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.	SOE Goal 3.2 SOE Disposition 1.1, 1.2, 2.1, 2.4, 3.1, 3.2, 3.3
The student will describe supports needed for students making age and grade level transitions including the transition to adult life.		SOE Goal MO-STEP 10.4 CC5-S6, CC5-S7, CC7-K4
The student will identify strategies for directing the activities of a classroom paraeducator and others in an assisting role.	Goal 7	SOE Goal 3, MO-STEP 10.4, CC5-S6, CC5-S7, CC7-K4
The student will develop a plan to promote social interaction and friendships among children and youth with and without disabilities.	Goal 6	MO-STEP 1.1, CC-S7, CC7-K1, CC7-K4
The student will describe a problem-solving approach for dealing with challenging behavior.	Goal 3	SOE Goal 2, MO-STEP 3.2, 4.2, 5.1, 6.1, 8.1, CC4-K1-2, CC6-K3, CC7-K4
The student will develop an understanding of the multicultural issues that affect the education of students with disabilities.		SOE Goal 4, MO-STEP 1.2, 3.2, 3.4, CC-7-K4, CC-S7
The student will identify strategies by which students may access and acquire curricular content..	Goal 4	SOE Goal 2, CC4-K1-2, CC4-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.2
The student will identify strategies to build partnerships with parents.	Goal 7	SOE Goal 3, MO-STEP 10.3, CC7-K1, CC7-K4
The student will identify principles of effective	Goal 7	SOE Goal 3, MO-STEP 9.2, CC4-K4, CC5-S7

collaboration and team building.		
The student is guided by the profession's ethical and professional practice standards.	Preservice special education graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession	SOE 3.1 SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11

Session 1: January 13, 2009
Weingaertner-Hartke and Peck

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

Pre-service teachers will:

- *describe how the history of special education has been influenced by legislation and litigation.*
- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*

Session 2: January 20, 2009
Weingaertner-Hartke

Focus: Teaming/Collaboration and Co-Teaching

Pre-service teachers will:

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *describe the roles and functions of the members of the multidisciplinary team, including professionals from the related services. CC4-K1-2, CC7-K1, CC7-K4, MO-STEP 9.2*
- *identify the principle of effective collaboration and team building. CC4-K4, CC5-S7, MO-STEP 9.2*

Session 3: January 27, 2009
Weingaertner-Hartke

Focus: The Planning Process (MAPS), Ability Awareness, and Friendships
Differentiating Instruction: Chapter 4 & Joyful Learning: Chapter 1

Pre-service teachers will:

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *describe the process of identifying, planning, and integrating the delivery of services for children and youth with special needs. CC4-k12-2, CC5-S6, CC7-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.1, MO-STEP 9.2*
- *identify strategies to build partnerships with parents. CC7-K1, CC7-K4*

- *describe supports needed for students making age and grade level transitions including the transition to adult life. CC5-S6, CC7-K4*
- *develop a plan to promote social interaction and friendships among children and youth with and without disabilities. CC-S7, CC7-K1, CC7-K4*

Session 4: February 3, 2009
Weingaertner-Hartke

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

Differentiating Instruction: Chapter 5 and Joyful Learning: Chapter 2

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *identify strategies by which students may access and acquire curricular content. CC4-K1-2, CC4-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.2*

Session 5: February 10, 2009
Peck

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

Differentiating Instruction: Chapter 2 & Chapter 6 and Joyful Learning: Chapter 3

Pre-service teachers will:

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *identify strategies by which students may access and acquire curricular content. CC4-K1-2, CC4-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.2*
- *identify strategies for directing the activities of a classroom paraprofessional and others in an assisting role. CC5-S6, CC5-S7, CC7-K4*
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Session 6: February 17, 2009
Peck

**Focus: Communication (Diversity Issues, Home-School Ideas);
Collaboration with Parents**
Differentiating Instruction: Chapter 8 and Joyful Learning: Chapter 3

Pre-service teachers will:

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *identify the principle of effective collaboration and team building. CC4-K4, CC5-S7, MO-STEP 9.2*
- *identify strategies to build partnerships with parents. CC7-K1, CC7-K4*
- *develop an understanding of the multicultural issues that affect the education of students with special needs. CC7-K4, CC-S7, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 3.4*

Session 7: February 24, 2009

Peck

Focus: Positive Behavior Supports
Differentiating Instruction: Chapter 4 and Joyful Learning: Chapter 5)

Pre-service teachers will:

- *identify ethical practices in education defined by professional organizations in the field. CC7-K4*
- *describe the process of identifying, planning, and integrating the delivery of services for children and youth with special needs. CC4-k12-2, CC5-S6, CC7-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.1, MO-STEP 9.2*
- *describe a problem solving approach for dealing with challenging behavior. CC4-K1-2, CC6-K3, CC7-K4, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 6.1, MO-STEP 8.1*

Session 8: March 3, 2009

Weingaertner-Hartke and Peck

Focus: Inclusion Beliefs and Values

Pre-service teachers will identify ethical practices in education defined by professional organizations in the field. CC7-K4

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

3. RESOURCES:

**The wiki for this class is
<http://inclusionstrategies.wetpaint.com/>**

No text required.

In-class and supplemental materials will be provided by the instructors on the first night of class.

Access to scholarly and peer reviewed journals is expected.

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)	Joyful Learning Presentation (20 points)
Locate a journal article on the topic for the night. Read and submit a <i>1 page reflection</i> (See attached guidelines). Be prepared to share contents, thoughts, etc. at the <i>beginning</i> of each class. 5 points for each reflection page (6) (30 points)	Portfolio (see attached description) (15 points)

4. EVALUATION:

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

5. 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 to 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/ACCOMMODATIONS 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.

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

Reading Reflections: Due at the Beginning of Each Class (5 points each)

- Bring to class a 1-2 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.

Joyful Learning Presentation – 20 points

You will be assigned/choose a chapter in *Joyful Learning*.

Choose a topic/strategy from an assigned chapter in *Joyful Learning*.

Demonstrate the topic/strategy to the class on your assigned night.

Write a 1 page paper on how this topic/strategy will promote active and collaborative learning in your inclusive classroom.

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

➤ The portfolio **will include the following two 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.
(10 points)
2. Develop a Home-School Communication System to include:
 - a. Student Schedule designed to meet the needs of the student (i.e. physical, academic, cognitive, and sensory)
 - b. Communication Form to facilitate communication between school personnel and home. **(5 points)**