

Webster University

Course Syllabus

EDUC 5080.01

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Planning for the Inclusive Classroom

Summer

1. This course will introduce general and special educators to strategies that promote the social and academic integration of children with disabilities into the regular classroom. Topics will include rationale, peer collaboration, team collaboration, student specific planning, curricular adaptations, and positive support plans.

2. Learning Outcomes:

- a. Students will be able to identify the components of a student specific plan for inclusion.
- b. Student will be able to describe strategies that promote inclusion of all students.
- c. Students will be able to explain the concept of inclusion.

3. Schedule:

Day 1: Philosophy of Inclusion - Definition, History, and Rationale
Developing Peer Relationships and Peer Collaboration
Reading: "The Power of Student Collaboration"

Day 2: MAPS and Team Collaboration
Reading: "Maps: a Strategy for Building the Vision"

Day 3: Student Specific Planning & Adaptations and Modifications Part I
Reading: "A Curriculum Development Process for Inclusive Classrooms"

Day 4: Adapting and Modifying Curriculum, Part II
Reading: "Examples of Curricular Adaptations for Students with Severe Disabilities in the Elementary Classroom."

Day 5: Positive Support Plans for Challenging Behaviors
Reading: "Managing Challenging Behaviors"
PROJECTS DUE!

4. Resources:

Readings listed in Schedule above will be distributed to students.

Audio/Visual: a number of videos will be shown in class, which depicts inclusive classrooms, or highlight recognized authorities in the field.

5. Evaluation: Project: Student Specific Inclusion Plan
6. Supplements: Project outline will be distributed in class.
7. 3 Hour Courses: A typed summary/reaction paper of at least 2 pages in length for the readings listed in the schedule above. The summary is due the day the reading is listed for the class. The first summary/reaction paper is due the first day of class. Please read and summarize it to bring to our first meeting.
8. Final Projects will be returned if the students provides a self-addressed stamped envelope of the appropriate size and postage.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required. Absence of more than 2 hours will require an additional summary of an article on inclusive education.