

Spring 2003

COURSE SYLLABUS: SPRING 2003

Program: Special Education

Course Number: SPCED 507

Title: Collaboration for Inclusive Education

Credit Hours: 3 credit hours

Course Prerequisites/Restrictions: None

Instructor: Dr. Liz Keefe

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Office Hours: Monday 3:45-5:00pm (call Terri 277-5017 for appt.) Wednesday 10-12 or before or after class by appt. (make appt. with me)

Class meets: Thursdays 7-9:30pm in Education 212

Course Description: This class addresses issues related to the inclusion of all students into the mainstream of general education through policy, research, and practice. This class will give participants an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, and curriculum design which will allow them to educate students with exceptionalities in the general education classroom.

Rationale: The mission of the College of Education is to advance the quality of the educational experience for all learners and to educate professionals who can facilitate human growth in schools, homes, communities, and workplaces. In carrying out this mission, the College explicitly values diversity in people and perspectives. The rationale for the Mental Retardation and Severe Disabilities Program and the Dual License Program is supported by a shift in the major paradigm in special education and bilingual special education from a solely trait-based conceptualization toward thinking about disabilities as an interaction between individuals with disabilities or those from cultural and linguistic diverse backgrounds, their environments, and needed supports. This new way of thinking forces reanalysis of structures designed to assist individual in creating for themselves satisfying lives and challenges traditional notions of disabilities and handicaps.

Required Texts:

Villa, R. A. & Thousand, J. S. (2000). *Restructuring for a caring and effective education*. Baltimore: Paul H. Brookes

Readings Packet: Provided by Dr. Keefe

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Course Objectives:

This course will address the following competencies:

- The student will demonstrate a knowledge of models, theories, laws, and philosophies that provide the basis for inclusive education.
- The student will be able to articulate a personal philosophy of inclusive education
- The student will demonstrate a knowledge of a variety of strategies, procedures, and materials to provide instruction in basic skills, content area, and socio-emotional development of students.
- The student will demonstrate their knowledge of techniques for modifying instructional methods and materials.
- The student will demonstrate their ability to apply behavioral theories to inclusive classroom settings.
- The student will demonstrate their ability to integrate affective, social, and career/vocational skills with academic curricula.
- The student will demonstrate their knowledge of the importance and benefits of collaboration with parents, families, and school personnel.
- The student will demonstrate their ability to develop evaluation of inclusive educational programs.
- Students will demonstrate a knowledge of the effects being identified as an individual with an exceptionality may have on an individual's life.
- Students will be able to discuss and compare educational reform initiatives.
- Students will know where to find resources to help implement inclusive education.
- Students will demonstrate a commitment to developing the highest educational and life potential of individuals with exceptional learning needs.

Specific Course Requirements:

- 1) Students are expected to attend class and participate. Second and third absences will cost students 5 pts. Each.

<p>PLEASE NOTE: STUDENTS WILL BE DROPPED FROM THE CLASS FOR MORE THAN 3 ABSENCES.</p>
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- 2) Students are responsible for completing assignments on time.
- 3) Students are expected to read assigned material before class.
- 4) Students will write a brief statement of belief/philosophy on the first and last days of class, including a reflection of how these views have or have not developed. (5 pts each)
- 5) Students will complete a rationale for inclusive education statement (10pts).
- 6) Students will share/demonstrate one successful strategy to the whole class (5pts).

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- 7) Students will complete a review/critique of 3 research articles (15pts).
- 8) Students will complete two lesson plans showing differentiation of curriculum and specific modifications (10 pts each).
- 9) Students will complete a 1 hour comprehensive exam question (10 pts.) Alternative assignment can be given for those students who will not be taking comps.
- 10) Students will complete an action plan for themselves, their classroom, or their school. This action plan will be shared with the class (10 pts).
- 11) Students will complete a final project that will help them teach in inclusive settings in the future. This project must be approved by the instructor. This project can be completed individually or as a team. This project will be shared with the class (20 pts).

Evaluation Procedures:

Philosophy statements (2 x 5)	10	
Rationale paper (see rubric)		10
Strategy share		5
Research review (see rubric)		15
Lesson plans (2 x 10) (see rubric)		20
Action plan (see rubric)		10
Final project (see rubric)		20
Comp exam (attached)		10
<u>TOTAL</u>		<u>100</u>

Grades will be assigned as follows:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-70	C+
73-76	C

*If any student needs modifications please see the instructor as soon as possible.

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Class Schedule (Subject to change as needed):

Date	Topics	Reading	Assignment Due
1/23/03	Introduction Collaboration: Ground rules	Danforth	Belief statement #1
1/30/03	Philosophy, legal, history Myths and models		Sign up for Strategy Share
2/6/03	Differentiating Instruction Interdisciplinary Unit	Tomlinson	
2/13/03	Differentiating Instruction Interdisciplinary Unit	Tomlinson	
2/20/03	Differentiating Instruction Interdisciplinary Unit	Tomlinson	Rationale Statement
2/27/03	Lesson Planning Multiple Intelligences	Armstrong	
3/6/03	Instructional Strategies		
3/13/03	NO CLASS: Spring Break		
3/20/03	Cooperative Learning Peer Buddies		2 Lesson Plans
3/27/03	NO CLASS: Independent Research		
4/3/03	Collaboration	Snell	
4/10/03	Specific disabilities		Research Paper
4/17/03	Grading/evaluation issues		
4/24/03	Behavior		
5/1/03	Educational reform and special education COMP EXAM		Comp Q. Action Plan
5/8/03	FINALS: Share projects and action plans		Final Project Belief Statement #2

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SPCED 507: Rubric for Rationale paper

Name: _____

Criteria	Evident - 2	Not Evident - 0
Paper is typed		
Paper is 1-3 pages long		
Paper includes 3 references		
Paper follows logical train of thought		
Paper is handed in on time		

Comments:

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Rubric: Research Review

NAME: _____

Trait Score	1	2	3
Number of articles	1	2	3
Typed	Not typed	-	Typed
Conventions	Many sentence fragments, many spelling errors, poor paragraph use	A few problems with sentences and paragraphs, more than 10 spelling errors,	Strong conventions with few spelling errors/typos
Synthesis	Articles all reviewed separately with no connections drawn	Some connections drawn between the articles	Synthesis of the articles is clear and comprehensive
On time	Late		On time
TOTAL			

Comments:

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SPCED 507: Rubric for Lesson Plans

Name: _____

Element	2 Complete	1 Somewhat	0 Not Included
<i>Objective:</i> What do you want the students to learn?			
<i>Procedure:</i> How are you going to teach the lesson and what materials do you need?			
<i>Evaluation:</i> How will you know that the students have learned or your teaching has been successful?			
Included one example of <i>differentiation</i> of content, process, or evaluation			
Included one example of a specific <i>modification</i>			

Comments:

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Rubric: Action Plan

NAME _____

Item	Present (2 pts)	Not present (0 pts)
2 actions, who, when, how will you know in belonging		
2 actions, who, when, how will you know in mastery		
2 actions, who, when, how will you know in independence		
2 actions, who, when, how will you know in generosity		
On time	Yes	No
TOTAL		

Comments:

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FINAL PROJECT RUBRIC: SPC ED 507

Name: _____

CRITERIA	4	3	2	1	0
Preparation/research evident					
Clear and well organized					
Information accessible					
Useful information					
Able to respond to questions					
TOTAL					

Comments:

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COMP EXAM QUESTION - YOU HAVE ONE HOUR TO ANSWER BOTH PARTS.

Provide cites where appropriate to support your answer.

- a) Using law, legislation, educational practice and the civil rights arguments, please discuss the factors which have propelled the movement of students with disabilities to placements in less restrictive settings.

- b) Successful inclusion means meeting individual goals in the general education classroom. Describe and discuss four strategies that you could use to successfully adapt curriculum in inclusive classrooms.