
Introduction to Inclusive Education Semester 20XX

General Information:

- Instructor's name:
- Office address:
- Office hours:
- Office phone number:
- Office email:
- Credit hours:

Course Description:

The purpose of this course is to develop foundational skills for setting up an inclusive program that meets the needs of students with disabilities in general education settings. The course will emphasize many of the behind-the-scenes strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient.

I welcome you to class and look forward to our shared learning experience.

Your Instructional Needs:

If you anticipate not being able to participate or effectively demonstrate learning in this class due to the instructional format or design of the class, please meet with me to discuss options or adjustments.

Required Textbook:

Rapp, W. H., & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Baltimore, MD: Paul H. Brookes.

Course Objectives:

By the end of this course, students will develop:

1. Knowledge:
 - a. Understand what inclusive education is and is not.
 - b. Understand how inclusive education is related to meeting the needs of all students and is not just an issue related to students who receive special education services.
2. Skills:
 - a. Provide access to the Common Core State Standards (CCSS) to students with disabilities, providing embedded instruction of core academics and functional skills within the general education context.
 - b. Design and implement inclusive support strategies for a variety of students.

- c. Identify how evidence-based instructional practices are operationalized within preschool, elementary, and middle and high school contexts.
 - d. Develop individualized education program (IEP) goals and benchmarks that align with CCSS and facilitate embedded instruction in general education settings.
 - e. Analyze the environment to determine which supports, services, etc. are necessary.
 - f. Apply evidence-based strategies to facilitate social experiences of students.
3. Dispositions:
- a. Values educational equity for all students, including those with the most significant support needs.
 - b. Committed to collaborate and problem solve with other professionals and educators, families, and students to develop and implement effective inclusive practices.

Course Outline:

Class #	Topics	Readings
#1	Course Introduction & Construction of Disability	Ch. 1
#2	Historical Perspective of Special Education <ul style="list-style-type: none"> • Impact of segregation and institutionalization • Minoritized groups 	Ch. 2
#3	Determining Special Education Eligibility <ul style="list-style-type: none"> • Strengths-based assessment • Team approach to assessment 	Ch. 9
#4	Instructional Models <ul style="list-style-type: none"> • Developmental model • Functional model • Inclusive model 	Causton et al., 2011
#5	How does society view individuals with disabilities? <ul style="list-style-type: none"> • Medical and social models of disability • System of supports framework • Least dangerous assumption • Valued life outcomes 	Ch. 5
#6	Special Education Law & Legislation	Ch. 3

#7	Multi-Tiered System of Supports (MTSS) <ul style="list-style-type: none"> • Classroom management • Differentiation • Universal Design for Learning (UDL) 	Chs. 7 & 8
#8	Accessing the General Education Environment <ul style="list-style-type: none"> • Ecological assessment • Person-centered planning • Embedded instruction 	Ch. 12
#9	Planning and Collaborating for Inclusive Instruction <ul style="list-style-type: none"> • Teaming • Paraeducator supervision and support 	Chs. 10 & 19
#10	Inclusive Academic Instruction—Part 1 <ul style="list-style-type: none"> • Systematic instruction • Embedded instruction (review) • Literacy 	Chs. 13 & 14
#11	Inclusive Academic Instruction—Part 2 <ul style="list-style-type: none"> • Systematic instruction (review) • Embedded instruction (review) • Math and science Instruction 	Chs. 16 & 17
#12	Inclusive Academic Instruction—Part 2 <ul style="list-style-type: none"> • Systematic instruction (review) • Embedded instruction (review) • Social studies instruction 	Ch. 15
#13	Classroom Management <ul style="list-style-type: none"> • Classroom climate • Issues around seclusion and restraint 	Ch. 6
#14	Social Relationships and Supports <ul style="list-style-type: none"> • Instructional practices • Facilitating social membership and relationships 	Ch. 19
#15	Developing Inclusive Education Programs <ul style="list-style-type: none"> • Scheduling • Developing systems of supports 	
#16	Leadership for Inclusive Education <ul style="list-style-type: none"> • Teacher leadership • Parent/family partnerships • Capacity building 	
Final Exam		

Timeline for Assignments and Assessment:

The following table summarizes the assignments due throughout the semester and their point values.

Assignments	Date	Total Points
Attendance/Participation		100
Inclusive IEP		100
Quizzes		150
Professional Development (PD)		50
Implementation Binder		100
Final Exam		100
TOTAL		600

Methods of Assessment:**General Class Assignment Information:**

Each assignment has been aligned to one or more of course goals listed above. For all assignments, other than exams and attendance/participation, a rubric will be provided that outlines the criteria upon which each assignment will be evaluated. If an exam has an essay component, there will be an associated grading rubric.

- As the syllabus suggests, each of the assignments in this course is connected with essential standards for teacher preparation as well as Council for Exceptional Children (CEC) standards for initial licensure for beginning teachers.
- Due to these critical connections, it is imperative that all students in this class meet these expectations to move forward in their programs of study. As a result, it is the expectation that each student will complete *all* assignments, with the exception of in-class activities, with a passing grade of 70%, or better, to pass this class.
- Students are expected to have completed reading assignments prior to class meetings.
Materials covered during class may not duplicate reading content. In many instances, class activities are designed to expand upon concepts presented in readings.

Attendance and Active Participation (10 @ 10 points each; 100 points)

Active learning has been highly correlated with retention of information and deep learning. Among the elements of active learning are physical and cognitive engagement in the learning process. Physical engagement can include demonstrations, labs, skits, dramatic readings, etc. Cognitive engagement includes reflection, discussion, small group activities, etc. This course will include components of active learning as a basis for deeper understanding of course content.

With this in mind, your active participation in class and learning activities is anticipated.

Throughout the course of the term, I will strive to get to know each of you, your strengths, your needs, your learning preferences, your dispositions, and the like. I hope to accomplish this through

your regular attendance and participation in learning activities. I will take attendance at each class meeting. A total of 10 times during the term, I will assign points for attendance. Each of these times will be worth 10 points, for a total of 100 points during the semester. If I take attendance at the beginning of class, and you are not present at that time, please make sure I know that you are in class before you leave that day. If you do arrive late, you will only receive five points, so PLEASE be on time.

Quizzes (5 @ 30 points each; 150 points)

Throughout the course, you will complete quizzes. Each quiz consists of multiple-choice and short-answer questions. You can use your notes and books on the quizzes, but you have only 20 minutes to complete each quiz. Some of the questions may reappear on the final exam. The content of the quizzes is below:

Quiz 1: Class #1-4

Quiz 2: Class #5-8

Quiz 3: Class #9-12

Quiz 4: Class #13-16

Quiz 5: Class #17-22

Final Exam: All classes

Inclusive IEP (100 points)

All educators, including general education teachers, must be familiar with and capable of contributing to the **design, development and implementation, and assessment of an IEP**. This is because all educators will have students with disabilities in their courses, making it essential that you understand these plans and understand how to be IEP team members. For this assignment, you will develop an IEP for a school-aged student with a disability. You will be required to include in this IEP a plan for communicating and collaborating with general education teachers, families, and related services providers around the development and implementation of this IEP in general education settings as well as developing goals and services that reflect participation in grade-appropriate academic and non-academic inclusive activities.

Implementation Binder (100 points)

As educators, we are responsible for understanding the needs of our students and being familiar with special education delivery and best practices. In light of this, you will develop an "implementation binder" focused on one student (i.e., the student you selected for your IEP assignment). In this binder, you will provide information and resources about inclusive education; information and resources about the disability of your student; information on strategies, design, accommodations, and services for your student; a discussion of issues for grading, discipline, or other concerns for teachers of your student; and a reference section containing a definition of terms used and your citations. You must include ideas for the full social and academic participation of your student in grade-appropriate general education settings.

Professional Development (50 points)

As educators, we are responsible for ongoing PD. In fact, to renew a teaching certificate, we must complete PD credits in this and most other states. To develop the practice of ongoing learning and to hear “outside voices,” you will attend at least one PD activity this semester. The activity should be a minimum of 1 hour in length and should be related to special education. I will provide you with a schedule of approved activities at the start of the semester. You may also provide your instructor with information about an event or activity you would like to attend; the instructor will determine if it is appropriate for this assignment. Upon completion of the PD activity, you will submit a two- to three-page description and reflection of the event (see rubric).

Final Exam (100 points)

State accreditation exams, in response to the No Child Left Behind Act and its provision for “highly qualified teachers,” require that all new teachers pass a “rigorous” test of professional and subject knowledge. This is typically a paper-pencil assessment consisting of multiple choice and open-response items and is designed to make participants choose the best possible answer. For these reasons, the exams in this course require class members to apply what they have learned through readings and course lecture and discussion on items that may have more than one good answer, but only one “best” ANSWER.

The final will cover the text, lectures, handouts, guest speakers, and class activities. The final may be a combination of true/false, multiple choice, short essay, practical application, and other question formats.

Grading System:

Grading will be as follows:

540–600 points (approx. 90-100%)	A
480–539 points (approx. 80-90%)	B
420–479 points (approx. 70-80%)	C
360–419 points (approx. 60-70%)	D
359 points or lower (below 60%)	F

I strongly support you in keeping track of your grades. It is your responsibility to be aware of your grades and any assignment changes at any point in the semester. There are no midterm grades registered for this course. I am available during office hours to discuss grades and/or grading. Please see me.

Final grades will be assigned based on completed assignments. Letter grades may be assigned; however, **ALL course competencies must be successfully addressed to receive a passing grade.**

Incomplete Grades:

My policy is not to assign an incomplete grade *except in extreme circumstances beyond a student's control*. An incomplete is not given because a student is dissatisfied with a final grade and hopes to complete additional post-course work to improve the grade.

Course Policies:

- **Computer literacy:** You are expected to understand the functions of your computer system (e.g., programs, saving, retrieving, printing).
- **Save your work:** **You are expected to backup your files to a CD, an external hard drive, or “the cloud.” If your hard drive should crash at any point throughout the semester, it is your responsibility to secure an alternate computer to submit all assignments according to the due dates. Some situations may allow for a fluctuation with a due date. Keep a copy of every assignment you submit. I suggest naming your assignments when you save them (e.g., “save as Assignment 1”). If you send an incorrect assignment (e.g., an assignment for another class, an incomplete assignment), I will grade what you submit, which may result in a score of zero.**
- **Format of your work:**
 - Lost, unreadable, incomplete, or irretrievable files are the student's responsibility and will not be considered for grading.
 - All documents **MUST** include a header that should be at the top of every page of every document you submit for a grade.
 - All assignments must be typed and proofread; writing errors, such as spelling, punctuation, and grammar, will be taken into consideration and may lower the grade.
 - All assignments should be professional in appearance and should appear as you would submit to your principal or another employer. You must use APA 6th Ed. format; the library homepage can direct you to details about this style.
 - All assignments and in-class activities should reflect an understanding and use of person-first language throughout; avoidance of “handicapsisms” should be clearly evident.
- **Late Assignments:** Assignments must be turned in on or before the due date to receive full credit. Any assignment may be turned in earlier than assigned, but it will not be graded or read until after the due date. **Late assignments will be automatically deducted 10 percentage points for each day late, up to 5 days. After 5 days late, they will earn a score of zero. All assignments are due at 11:59 p.m.**
- **Missing Assignments:** Students will be permitted to make up assignments with institutional excuses only, provided that the instructor has been notified in advance.
- **Replicating Assignments:** Assignments submitted as a requirement for another class may not be used to complete a requirement for this class.
- **Changes to Syllabus:** Students are responsible for staying informed of changes to the tentative schedule. Students should regularly check their email for this course.
- **Exams:** If a student is unable to take the final exam at the regularly scheduled time, or if the

student needs a special accommodation due to a disability, the instructor should be contacted 2 weeks in advance of the exam date. Without a reasonable excuse, failure to make arrangements with the instructor will result in a zero for the scheduled exam.

- **Academic Dishonesty:** All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. REMEMBER, cutting and pasting directly off a website or sending an exact duplicate of another person's work is considered plagiarism! *Assignments will be electronically examined for evidence of plagiarism!* **For more information on plagiarism, see the “What is Plagiarism?” page from Georgetown University (<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>).**
- **Conduct:** It is expected that all students and the instructor conduct themselves in a professional manner in this online learning community.
- **Extra Credit/Assignment Re-Dos:** There will be 15 extra credit points possible (on the quizzes). No other extra credit will be provided. Assignment re-dos will not be permitted.