The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Strategies for the Secondary Inclusive Classroom
EDSP 409
SPRING 2019

Instructor: Dr. Anita Reynolds

Title: Professor of Education

Office Location: 126 Marsh Hall

Office Phone: (304) 384-5292

Office FAX: (304) 384-5398

E-Mail: reynoldsa@concord.edu (**email is the quickest response**)

Office Hours:

Monday	Onsite PSHS/PPS or BMS/BIS
Tuesday	10:00 am -- 12;30 pm
Wednesday	9:30 – 11:30 a.m.
Thursday	10:00 -- 10:30 a.m.

**Contact Dr. Reynolds by email anytime at
  reynoldsa@concord.edu

Division Website: http://www.concord.edu/education/

Course Title: Strategies for the Inclusive Secondary Classroom

Course CRN 20595

Course Section -1HW

Credit Hours 3 credit hours

Semester Taught: Spring 2019

Room Number: A-100

Course Time: T/TR 12:30-1:45 pm

Course Management System: Blackboard

Hardware/Software needed: Computer with Webcam, Microsoft Word

Prerequisites: EDUC 305, EDUC 306 (or concurrently), Admission to Teacher Education Program

Text Requirement: Gargiulo, R. and Metcalf, D. (2013) Teaching in Today's Inclusive Classrooms: A Universal Design (2nd Ed.). Cengage Publishing. ISBN 9781111837976.

Other requirements: Internet access is required for the Blackboard component of the course.

Live Text

An active LiveText account is a required resource for this course for assignments and/or programmatic data. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so **you only need to purchase the account one time**. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Course Description: This course is required of all teacher candidates. The course provides prospective teachers an overview of special education and the federal requirements that govern the educational process. The course is designed to prepare teacher candidates to meet the diverse needs of all learners* in inclusive general education environments. Emphasis is placed on the identification of the individual needs of special education students and the development of effective instructional strategies/teaching techniques to address those needs. Topics will include: parent and community involvement, social and multicultural issues, and classroom management techniques. A 25-hour field placement is required.

Course Rationale: The purpose of this course is to provide teacher candidates opportunities to begin developing diverse instructional strategies designed to meet the individual needs of diverse student populations. Additionally, teacher candidates will have multiple opportunities to both identify the specific individual instructional needs of all students in inclusive general education classrooms and to design and implement instructional strategies within inclusive classroom environments.

Concord University Educational Goals: The educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

> 1. Skills: Demonstrate skills in a student's respective program of study.
>
> 2. Knowledge: Demonstrate knowledge in a student's respective program of study.
>
> 3. Attitude: Demonstrate ethical principals in a student's respective program of study.

This course addresses all three education goals. Each course objective is aligned with CU educational goals in the "Course Alignment" section of the syllabus.

Education Preparation Program (EPP) Mission Statement: The mission of the EPP is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

National Standards:

Websites for National Standards:

- National Educational Technology Standards for Teachers (2019) (https://www.iste.org/standards/for-educators)

- National Board of Professional Teaching Standards: Five Competencies (2009) (http://www.nbpts.org/the_standards/the_five_core_proposition)

- West Virginia's 21st. Century Professional Teaching Standards are found at the following website. http://wvde.state.wv.us/certification/educatorprep/standards.php

- The content of this course addresses CAEP Standard 1, Content and Pedagogical Knowledge, and the five indicators described under Standard 1. CAEP Standards are found at the following website**:** http://caepnet.org/standards/standards-advanced-programs

Elements of 21st Century Learning:

> - Element 1
>   Focus on Core Subjects
>
> - Element 2
>   Emphasis on 21st Century Content
>   Global Awareness
>   Financial, Economic and Business Literacy
>   Civic Literacy
>   Health and Wellness Awareness
>
> - Element 3
>   21st Century Context
>
> - Element 4
>   Using 21st Century Technology Tools to Gain
>   Information, Communication and Technology (ICT) Literacy
>
> - Element 5
>   21st Century Assessments
>
> - Element 6
>   21st Century Learning Skills
>   Information and Communication Skills
>   Thinking and Reasoning Skills
>   Personal and Workplace Productivity Skills

The "Elements of 21st Century Learning" are incorporated in a variety of activities and assignments required of each student. Students are expected to develop technological skills that will enhance both their performance as a student and, ultimately, as a classroom teacher in the special education environment.

Course Alignment: **Course Objectives and Standards Addressed**
The following table aligns course requirements with the EPP Mission Statement, corresponding National Standards, West Virginia Professional Teaching Standards (WVPTS), and with the Concord University Graduate Educational Goals (skills=**S**; knowledge =**K**, and attitude=**A**).

The content of this course addresses CAEP Standard 1, Content and Pedagogical Knowledge, and the five indicators described under Standard 1.

Upon successful completion of this course, each student will achieve the following course objectives:

COURSE OBJECTIVES S=Skills K=Knowledge A=Attitude	CEC	ISTE	PRAXIS II	InTASC	WVPTS	EPP Mission Statement
Demonstrate an understanding of the legislative history and foundation of special education. (**K**)	3,6	4	1,2		1A	Competent
Summarize the Principles of Inclusion and apply them to a variety of classroom situations. (**K, S**)	2	5	1,3	3	1A,B,D 2A,B,C 3A,B,C,D 4B; 5C	Competent Empathetic
Explain the special education identification process from pre-referral through placement. (**K, S**)	4,6,7		1,2,3	6	1A,B 2A,B,C 3B; 4B 5C	Intentional
Understand IEPs for the purpose of designing and planning appropriate classroom instruction. (**K, S**)	4,5	2	2, 3	4, 6	1 A-E 2A-F 3A-F 4B; 5C	Intentional Reflective
Analyze the effects of SES, culture, demographics, race, and family on both schools' and students' specific needs. (**K, S, A**)	1,2	4	2	1, 2	1 A-E 2A-F 3A-F 4B; 5C	Intentional Culturally Responsive Empathetic
Demonstrate an understanding of creating/developing collaborative relationships among parents, teachers, and administrators. (**K, S, A**)	7	3	2,3	9, 10	4B 5C,F	Leading
Develop teaching techniques that encourage acceptance of individual differences and diversity. (**K, S**)	1,5	2, 4	3	2	4B 5C,F	Intentional Culturally Responsive Empathetic
Develop and implement teaching strategies that promote the learning of all students by addressing individual strengths and challenges in inclusive classrooms. (**K, S, A**)	2,5	1, 2	3	3, 4, 7, 8	1 A-E 2A-F 3A-F 4B; 5C	Intentional Culturally Responsive Empathetic

Demonstrate an understanding of a variety of assessment tools including both formal and informal assessments. **(K, S)**	4	1,7	3	6	1E 3E,F	Intentional
Identify and implement appropriate adaptations that can be made with both formal and informal assessments. **(K, S)**	4,5	1,6,7	3	6, 7	1 A-E 2A-F 3A-F 4B; 5C 1E; 3E,F	Intentional Culturally Responsive Empathetic

Learning Outcomes:

Upon completion of this course, students will:

1. Demonstrate an understanding of the legislative history and foundation of special education. **(K)**
2. Summarize the Principles of Inclusion and apply them to a variety of classroom situations. **(K, S)**
3. Explain the special education identification process from pre-referral through placement. **(K, S)**
4. Understand IEPs for the purpose of designing and planning appropriate classroom instruction. **(K, S)**
5. Analyze the effects of SES, culture, demographics, race, and family on both schools' and students' specific needs. **(K, S, A)**
6. Demonstrate an understanding of creating/developing collaborative relationships among parents, teachers, and administrators. **(K, S, A)**
7. Develop teaching techniques that encourage acceptance of individual differences and diversity. **(K, S)**
8. Develop and implement teaching strategies that promote the learning of all students by addressing individual strengths and challenges in inclusive classrooms. **(K, S, A)**
9. Demonstrate an understanding of a variety of assessment tools including both formal and informal assessments. **(K, S)**
10. Identify and implement appropriate adaptations that can be made with both formal and informal assessments. **(K, S)**

S=Skills; **K**=Knowledge; **A**=Attitude

Course Requirements:

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Because several of your assignments will be submitted electronically, you must maintain a backup file in the event that something "cyber" occurs! **NOTE: You must use Microsoft Word for all work that is to be submitted electronically.**

A web component for this course is provided on <u>Blackboard</u>. Additional information regarding the "online" portion of the course will be provided during live class meetings throughout the semester.

<u>LiveText Requirement</u>: Concord University has purchased the site license for "LiveText" – an electronic program designed to assist students in their compilation of electronic artifacts representative of their coursework. Therefore, "An active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. You cannot receive credit for this course without an active LiveText account. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at <u>www.livetext.com.</u> LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so <u>you only need to purchase the account one time</u>. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

A **25-hour field placement** is required with this class. Specific guidelines and requirements for completing the field placement and its corresponding assignments are delineated in the **field placement manual** that accompanies this syllabus. You are expected to both review and abide by the guidelines listed in the manual. Additional information regarding the field placement will be provided during class meetings.
Regardless of course average you cannot receive credit for SPED 309 unless all components of the field placement and related assignments are completed satisfactorily.

Unless otherwise noted/stipulated, **ALL** field experience artifacts will be submitted online via Blackboard.

<u>Attendance Policy</u>:

This course is designed in a hybrid format. The instructional content is delivered via Blackboard, with class time utilized to reinforce and apply concepts. Attendance is essential. If you **MUST** miss a class, make-up work is your responsibility. Once you are placed in a public school classroom for your field experience, it is also your responsibility to notify the cooperating teacher if you **MUST** miss a scheduled field placement date.

After two absences the final course grade will be reduced by one letter. Two tardies will be considered the equivalent of one absence. The course instructor/professor reserves the right to determine appropriate action.

<u>Course Credit</u>:

A final grade of "C" is required in this course in order to progress through the teacher education curriculum.
<u>All components of the field placement and related assignments must be successfully completed in order to attain credit for EDSP 409, regardless of course average.</u>
Successful field placement evaluation requires a "2" or higher on all components of all evaluations.

<u>Teaching Strategies</u>:

A variety of techniques will be implemented to maximize opportunities for student mastery and to assess student learning of the course objectives. Strategies/activities will include, but are not limited to: <u>lecture, group discussion, group activities, group projects, tests, completion of field experience activities, technology-based activities, supplemental reading activities, reflective writing activities, etc</u>.

<u>Grading Policy/Scale, Make-up Policy, Late Work"</u>

<u>Grading Scale</u>:

The course grade is calculated on a <u>point basis</u>:   (Points awarded / total possible points) X 100

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	Below 60

Please note that regardless of course average you will not receive credit for SPED 309 unless all components of or related to the field placement are completed satisfactorily.

<u>Make-Up Policy</u>

All assignments, including those submitted electronically, must be submitted on time.

If there is an <u>extenuating circumstance</u> students will be allowed to complete work within a specified time period without penalty. This determination will be made by the course professor on an <u>individual basis</u>. Any such request must be made <u>prior to the due date of the assignment</u>. Documentation to support the request will be required.

<u>Course due dates and specific details of assignments, discussion boards, and assessments are provided in Blackboard.</u>

This course utilizes classroom discussions and small group projects to allow students to collaboratively explore and analyze educational topics, and to articulate their views. Because of the ongoing and fluid nature of the course, **there will be group discussions and presentations that are not scheduled, but will be graded. These graded group discussions and presentations cannot be made up if a student is absent.**

Late Submission Policy

- **Assignments**: Any assignment not submitted via Blackboard by the deadline will be subject to a **ten percent** (10%) deduction per calendar day late. No assignment will be accepted and no points will be awarded <u>after five (5) calendar days</u> from the deadline. Late assignments may be submitted as email attachments through BlackBoard mail.

- **Assignments must also be uploaded to "Turnitin".** Instructions for creating an account in "TurnItIn" can be accessed at: http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf Accounts created previously may be used with this course.

  Late points do not apply to turnitin uploads, However, <u>no credit will be given for a submission until it has been uploaded to turnitin.</u>

- **Discussions:** Discussions can be accessed using the "Discussions" link on the left margin of the homepage of the BlackBoard course. Also, links to the discussions are located in the corresponding learning module.
  <u>For each Discussion Board topic, students will post their reply, and then respond to the replies of two other students</u>

  Late submissions will not be accepted for Discussion Board assignments.

  Post discussions and replies directly on the discussion board. <u>DO NOT attach files</u>.

- **Presentations:** Graded group discussions and presentations cannot be made up if a student is absent.

- **Tests**: If you do not take a test for any reason at the specified time, you may take the test **within two days**, at a grade reduction of <u>six points per day</u>. The professor must be notified immediately and will reset the quiz at a time that she determines appropriate.

  Online tests must be taken through **LockDown Browser**. Instructions are located in the Blackboard course. This does require a webcam. If your computer does not have an internal webcam you can purchase an external webcam at most stores that carry electronic products.
  The course professor reserves the right to require a student to retake a test in the classroom.

Course Timeline:

Course Outline:

Foundations of Special Education
       History and Foundations of Special Education
       Identifying Students with Special Needs
       Fundamentals of Inclusion
       Diverse Educational Needs

Creating Effective Inclusive Environments
       Developing Collaborative Relationships
       Creating Successful Inclusive Environments
       Organizing an Inclusive Classroom

Planning and Designing Instruction
       Analyzing Individual Students' Needs
       Designing Effective Instruction
       Creating Effective Cooperative Learning Groups
       Differentiating Instruction for Diverse Learners

Evaluating Student Progress
       Informal Assessments
       Formal Assessments
       Adapting Evaluation for Students with Special Needs

Course Calendar / Due Dates

Module (Blackboard)	Textbook Chapters/ Blackboard Resources	Module Dates	Assignments	Assignment Due Dates
Module One	Differentiated Instruction and 21st Century Assessment	January 14-January 28	DB #1	January 24
Module Two	1, 2, 3, 4, 5, 6	January 29-March 4	Views of Education (P) DB #2 DB #3 UDL (P) DB #4 DB #5 MI (P) DB #6 Module Two Test	January 29 January 31 February 7 February 12 February 14 February 21 February 26 February 28 March 2-4
Module Three	7, 8, 9, 10, 11	March 5-April 1	Co-teaching Article (P) DB #7 **LP #1** DB #8 EVERY Student Succeeds (P) DB #9 Module Three Test	March 5 March 7 **March 19** March 21 March 26 March 28 March 30-April 1
Module Four	12, 13, 14, 15	April 2-April 29	**LP #2** DB #10 Venn Diagram (P) DB #11 Management Strategies (P) DB #12 **LP #3** **Final Eval/Time Log (LiveText)** *Module Four Test	**April 2** April 4 April 9 April 11 April 16 April 18 **April 23** **April 23** April 27-29
Module Five	Instructional Materials in Module Five	April 24-May 1	**Field Placement Brochure/Presentation** ****Final Exam Presentation (P)**	April 30 **April 30 and May 2 (Tuesday and Thursday)**

DB=Discussion Board   (P)=Presentation

All submissions are due on the specified date at **11:59 pm**.

*Tests open on Saturday at 6:00 am and close on Monday at 11:59 pm. All tests must be taken through LockDown Browser.

** Please note that on <mark>April 30 and May 2</mark> we will meet both Tuesday and Thursday on campus from 8:00 – 9:15 am.

**Final Presentations will be delivered on Tuesday, April 30 and on Thursday, May 2 (8:00-9:15 am). <u>Attendance is mandatory</u>. The grade will be cut by 75% if any of the presentations are missed.

Accessibility/Accommodations

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

The course professor reserves the right to <u>reduce the course average by a letter grade if more than two classes are missed.</u> Two tardies constitute one absence.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."