SPED 3715
The Inclusive Classroom: Differentiating Instruction

Semester Hours 3
Semester/Year Spring 2013
Section
01D/03D 02D/06D
Time/Location Tue, 5:30-8:00, EC 1 Thu, 12:00-2:30, EC 227
Every Other Week Online Every Other Week Online
Instructor Sandra Hess Robbins, M.Ed.
Office Location Education Annex 226
Office Hours Tuesday 12:00-3:00; Wednesday 10:00-3:00; Thursday 9:00-11:00
Additional hours available by appointment
Telephone 678-839-6164
Email srobbins@westga.edu
Online Support D2L Login Page
https://westga2.view.usg.edu/
UWG Online (D2L tutorials)
http://uwgonline.westga.edu/students.php
Ingram Library Services
http://www.westga.edu/library/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

COURSE DESCRIPTION
This course encompasses the study of characteristics, identification, and assessment of exceptional children and youth across age ranges and levels of severity, including individualized instruction in inclusive classrooms. “Best” teaching practices for this population also will be examined. Designed for non-special education majors.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing
Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards from the Council for Exceptional Children (CEC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instructional approaches used for this class include the use of various technologies for lecture, demonstration, discussion, reading, identification and examination of resources, small group activities, candidate presentations (with appropriate technology), and participation in various classroom activities (both face-to-face and on-line)

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This course will be delivered approximately 50% online. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Audio/video instruction</td>
<td>375 minutes</td>
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<tr>
<td>3 Quizzes</td>
<td>275 minutes</td>
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<tr>
<td>4 Discussions</td>
<td>475 minutes</td>
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Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. Discuss the special education process including information about screening, the role of the general education teacher in screening, prereferral, referral, classification procedures,
placement in the least restrictive environment, and transition for students with disabilities.
(Beirne-Smith, Patton, & Kim, 2006; Bowe, 2005; Henley, Algozzine, & Ramsey, 2008; Heward, 2008; Kennedy & Horn, 2004; Mastropieri & Scruggs, 2010; Vaughn, Bos, & Schumm, 2011; Wright & Wright, 2007; Yell, 2012)
(Conceptual Framework Descriptor: Knowledgeable)
(Standards: CEC/GaPSC 1/i, 8/viii)

2. Define inclusion and demonstrate an understanding to the importance of various types of effective educational programs for students with diverse abilities and from diverse backgrounds, including differentiation of instruction.
(Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Kennedy & Horn, 2004; Mastropieri & Scruggs, 2010; McLeskey, Rosenberg, & Westling, 2013; Obiakor, 2006; Roseberry-McKibbin, 2008; Tomlinson, 2001; Vaughn et al., 2011; Wright & Wright, 2007)
(Conceptual Framework Descriptors: Decisive, Culturally Sensitive, Knowledgeable, Collaborative, Empathetic)
(Standards: CEC/GaPSC 3/iii, 4/iv, 10/x)

3. Use diversified assessment strategies (e.g., curriculum-based, authentic, portfolio, etc.) and interpret assessment data to demonstrate students’ achievement of academic, behavioral, and functional skills and to make continuous educational decisions.
(Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Mastropieri & Scruggs, 2010; McLeskey et al., 2013; Tomlinson, 2001; Vaughn et al., 2011)
(Conceptual Framework Descriptors: Decisive, Knowledgeable)
(Standards: CEC/GaPSC 7/vii, 8/viii)

4. Use knowledge of diverse student characteristics and environmental factors to plan, deliver, and evaluate instruction and learning using the reflective process.
(Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Kennedy & Horn, 2004; McLeskey et al., 2013; Tomlinson, 2001; Roseberry-McKibbin, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2011; Vaughn et al., 2011)
(Conceptual Framework Descriptors: Decisive, Culturally Sensitive, Knowledgeable, Empathetic)
(Standards: CEC/GaPSC 3/iii, 4/iv)

5. Recognize resources (school, community, etc.) available for providing services to children with disabilities.
(Downing, 2002; Haager & Klingner, 2005; Obiakor, 2006; Turnbull et al., 2011)
(Conceptual Framework Descriptors: Adaptive, Knowledgeable)
(Standards: CEC/GaPSC 9/ix)

6. Answer questions and apply information related to best practices and/or demonstrate appropriate strategies for teaching students with disabilities and their nondisabled peers across grade levels, including assessment, differentiation of instruction, research-based instructional strategies.
(Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Halmhuber & Beauvais, 2002; Kennedy & Horn, 2004; Mastropieri & Scruggs, 2010; McLeskey et al., 2013; Tomlinson, 2001; Vaughn et al., 2011; Weishaar & Scott, 2006)
(Conceptual FrameworkDescriptors: Adaptive, Collaborative, Knowledgeable, Proactive, Reflective, Empathetic)
(Standards: CEC/GaPSC 1/i, 4/iv, 5/v, 7/vii, 8/viii, 9/ix, 10/x)

*CEC refers to the ten standards of the Council for Exceptional Children; Although a new set of standards was distributed by CEC in December 2012, the previous set is being used for this syllabus due to its correspondence with the GaPSC standards.

**GaPSC refers to the Georgia Professional Standards Commission. (See Index 505-3-.30)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text


Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT resubscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Activities, Assignments, and Assessments**

- **Attendance**: All students are expected to attend all face to face classes. Student knowledge of course content presented in class will be assessed via course quizzes, discussions, and the final exam. Role will be taken during every face to face class. No excuses are accepted for absences. Each student gets two (2) free passes. Ten (10) points are deducted for each absence beyond two.

- **Quizzes and Discussions**: Online quizzes and discussions will take the place of face to face classes on a weekly basis. Students are expected to complete all online quizzes and discussions in a timely manner. Late submissions of online quizzes and discussions will not be accepted. Specific directions for each of the online discussions will be provided in D2L (Objectives 1-6)

- **Disability Worksheet**: Students will complete a worksheet focusing on specific aspects of a specific disability. The worksheet will include pedagogically relevant information that will assist students with future practice. Specific directions will be provided in class. (Objectives 2 & 4)

- **Lesson Plan Project**: Students will design and submit a lesson plan that reflects an understanding of differentiated assessment and instruction designed to support diverse learners in the inclusive classroom. Students may choose the content area and grade level for this assignment. Specific directions will be provided in class.
(Objectives 4 & 6)

- **Final Exam**: The final exam will be taken in the computer lab during the regularly scheduled class time during finals week. The exam will be cumulative – covering all topic areas from the beginning to the end of the semester.

(Objectives 1-6)

**Evaluation Procedures**

Points allocated to assignments are as follows:

1. Attendance 50
2. 3 Quizzes @ 10 each 30
3. 4 Discussions @ 10 each 40
4. Disability Worksheet 20
5. Lesson Plan Project 60
6. Final Exam 100

<table>
<thead>
<tr>
<th>Points allocated</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>3 Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>4 Discussions</td>
<td>40</td>
</tr>
<tr>
<td>Disability</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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</tbody>
</table>

Total Points Possible 300

**Grading**

A = 269-300 points (90-100%)
B = 239-268 points (80-89%)
C = 209-238 points (70-79%)
D = 179-208 points (60-69%)
F = 0 – 178 points (<59%) OR academic dishonesty

**CLASS, DEPARTMENT AND UNIVERSITY POLICIES**

1. **Academic Honesty**: Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy in the latest Connection and Student Handbook, and Undergraduate Catalog.

2. **Plagiarism and Grading**: Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help to complete assignments. Resources should be referenced on all materials submitted to the instructor.

3. **Late Work and Grading**: Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in
this syllabus and in additional handout materials and/or discussion. All assignments are
due by midnight on the due date. **Late assignments will have 5 points deducted for each calendar day late.**

4. **APA and Grading:** Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times New Roman (size 12). Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on all assignments. All work (done both inside and outside of class) must be reasonably legible.

5. **Extra Credit:** Opportunities for extra credit will not be provided for this class.

6. **Attendance and Punctuality:** Each student is expected to come prepared to class by having read the assigned readings and cases and having completed the assignments. Students also are expected to be punctual. It demonstrates respect for the instructor and classmates and facilitates classroom learning. Coming more than 10 minutes late to class twice will equal one absence. It is the student’s responsibility to contact the instructor when extenuating circumstances take place. If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class attendance.

Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught or reviewed unless judged appropriate for the group as a whole

7. **Student Email Policy:** University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via D2L. Most assignments will need to be submitted electronically.

8. **Disability policy:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific
accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Service. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

9. **Equal Opportunity Statement:** No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG

10. **Affirmative Action Statement:** University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

### CLASS OUTLINE

*Dates, topics, and readings and assignments are subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Carefully…</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8/10 F2F</td>
<td>Introduction to Course and Syllabus Introduction to D2L</td>
<td>Syllabus (D2L)</td>
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<tr>
<td>Jan 15/17 Online</td>
<td>Intro to Special Education</td>
<td>Chapter 1</td>
<td><strong>Online Discussion 1</strong> Intro to Special Education (Chapter 1)</td>
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<td>Jan 22/24 F2F</td>
<td>Legal Foundations; Referral and Placement</td>
<td>Chapter 2&amp;3</td>
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<tr>
<td>Jan 29/31 Online</td>
<td>Cultural and Linguistic Diversity</td>
<td>Chapter 4</td>
<td><strong>Quiz 1</strong> Chapters 2, 3, &amp; 4</td>
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<tr>
<td>Feb 5/7 F2F</td>
<td>Learning Differences</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td>Feb 12/14 Online</td>
<td>Behavior Differences</td>
<td>Chapter 6</td>
<td><strong>Online Discussion 2</strong> Learning and Behavior Differences (Chapters 5 &amp; 6)</td>
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<td>Feb 19/21 F2F</td>
<td>Sensory, Communication, Physical, and Health Impairments</td>
<td>Chapter 7</td>
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<tr>
<td>Feb 26/28 Online</td>
<td>Instructional Methods</td>
<td>Chapter 8</td>
<td><strong>Quiz 2</strong> Chapters 7 &amp; 8</td>
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<td>Date</td>
<td>Type</td>
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<tr>
<td>Mar 5/7</td>
<td>F2F</td>
<td>Disability Worksheet Presentations</td>
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<tr>
<td>Mar 12/14</td>
<td>Online</td>
<td>Reading and Math</td>
<td>Chapter 9&amp;10</td>
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<tr>
<td>Mar 9/21</td>
<td></td>
<td>Spring Break</td>
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<tr>
<td>Mar 26/28</td>
<td>F2F</td>
<td>Moderate and Severe Intellectual Disabilities</td>
<td>Chapter 11</td>
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<tr>
<td>Apr 2/4</td>
<td>Online</td>
<td>Talented and Gifted</td>
<td>Chapter 12</td>
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<tr>
<td>Apr 9/11</td>
<td>F2F</td>
<td>Managing Behavior</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Apr 16/18</td>
<td>Online</td>
<td>Collaboration with Families and Professionals</td>
<td>Chapters 15&amp;16</td>
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<tr>
<td>Apr 23/25</td>
<td>F2F</td>
<td>Final Exam</td>
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**Important Dates to Remember:**
- January 8/10  Class Begins
- March 4      Last Day to Withdraw with a Grade of W
- March 18-24  Spring Break
- April 23/25  Final Exam during Regularly Scheduled Class Time