College of Charleston  
Education 606 Syllabus  
Teaching Diverse Learners

| Meeting Time and Place: | ECTR 217  
Tuesdays 7 – 9:45 pm |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Mondays &amp; Wednesdays 8:30 – 10:30 am; Wednesdays 1:00 – 2:00 pm</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td>Phone/Email:</td>
<td>(843) 953-8054 <a href="mailto:hayg@cofc.edu">hayg@cofc.edu</a></td>
</tr>
</tbody>
</table>

Course Description
The emphasis of the course is on inclusion strategies for special needs students in regular classrooms. Appropriate referral and instructional strategies will be analyzed and explored.

Prerequisites
**Focus I and II Semester Coursework**
Due to the nature of the course and assignments, EDEE 606 should be taken during the final semester of coursework prior to clinical internship. Students should be proficient in lesson planning. **Students in their first semester of education coursework will not be able to take the course.**

Course Texts & Resources:

**Required Texts/Materials:**


**My Education Lab** ([http://www.myeducationlab.com/](http://www.myeducationlab.com/)) is an invaluable resource to assist in your learning of students with special learning needs. My Education Lab is packaged with the Salend text. If you bought a used text, you will need to purchase My Education Lab separately from the site listed above. After you have registered, log in to the site to explore resources for the text. Under special education, select the Salend text to access resources for the course. (Directions and support for My Education Lab can be found on the first page of the text.)

**The IRIS Center at Vanderbilt University** - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.

**PB Works Wiki** ([http://pbworks.com/](http://pbworks.com/)) or **Other Acceptable Electronic Resource (i.e. [https://www.blogger.com/start](https://www.blogger.com/start), [http://edublogs.org/](http://edublogs.org/), etc.)** — will be used to make an inclusion portfolio.

Course Outcomes:

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

ETC 1 - UNDERSTANDING AND VALUING THE LEARNER

- describe the characteristics, which influence differences in learning. NAEYC 1, ACEI 1, NMSA 1
- identify and differentiate between the needs of typical and exceptional learners in general education classrooms. NAEYC 1, ACEI 1, NMSA 1
- identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. NAEYC 1, ACEI 1, NMSA 1
- identify variations and developmental patterns for children with special needs. NAEYC 1, ACEI 1, NMSA 1

ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

- identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. NAEYC 4b, ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- define and formulate objectives in the cognitive, affective, and psychomotor learning domains. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and
analysis of post-tests for all learners. NAEYC 3; ACEI 4; NMSA 5

- demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. NAEYC 3 & 4b; ACEI 4; NMSA 5

- distinguish between criterion referenced and norm referenced assessment. NAEYC 3; ACEI 4; NMSA 5

- integrate alternative assessment with standardized assessment. NAEYC 3; ACEI 4; NMSA 5

- explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. NAEYC 3; ACEI 4; NMSA 5

- explain the difference between measurement and evaluation. NAEYC 3; ACEI 4; NMSA 5

- distinguish between formative and summative assessment. NAEYC 3; ACEI 4; NMSA 5

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL

- Identify the importance of collaboration among professionals, community members and families. NAEYC 5; ACEI 5.1-5.4; NMSA 7

- identify national, state, and local support resources and agencies appropriate referral strategies. NAEYC 5; ACEI 5.1-5.4; NMSA 7

- identify careers in which educators can work with students with special needs. NAEYC 5; ACEI 5.1-5.4; NMSA 7

Course Requirements

1. Demonstration of School of Education Dispositions
2. Completion of all assigned readings,
3. Completion of all assignments, projects, and field experience hours.
4. Use of OAKS for assignment submission.
5. Proficient in lesson planning.

Honor System

Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct (2003/2004) both in your coursework and as a representative of the College of Charleston in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.

Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:
1) Belief that all students can learn.
2) Value and respect individual differences.
3) Value positive human interactions.
4) Intellectual curiosity, enthusiasm about learning, and a
5) Willingness to learn new ideas.
6) Commitment to inquiry, reflection, and self-assessment.
7) Value collaborative and cooperative work.
8) Sensitivity to community and cultural contexts.
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.)

### Required Technology

Enrollment in this course requires you utilize the following computer applications:

- a. Internet (www)
- b. OAKS via Internet
- c. Microsoft PowerPoint
- d. Word Processing

All of the above listed computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. Therefore, if you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed computer applications please consult with the course instructor to arrange tutoring.

### Course Assignments:

1. **Inclusion Guide**
   
   All assignments from the class should be incorporated into an inclusion guide on
   [http://pbworks.com/](http://pbworks.com/) or other appropriate electronic format. The guide should be organized in the following sections: bulleted chapter summaries and outside resources; special needs awareness — including awareness materials from all groups; midterm and final exams; CWS and instructional accommodations. Incorporate appropriate resources from course materials and outside resources.


2. **Readings & Discussion Cooperative Groups**
   
   During class, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. It is expected that textbook and outside reading assignments be read PRIOR to class. After reading each assigned chapter, be prepared to participate in and lead in-class discussions of each chapter’s key concepts. You are expected to elaborate by sharing outside resources (i.e. My Education Lab, IRIS Center, websites, videos, outside readings) that will enhance understanding of the chapter’s key concepts. Bring a bulleted discussion guide for each class with key concepts and at least 3 outside sources. Have your bulleted discussion guide available during discussions. Submit your discussion guides with your midterm and final exams. *Electronic and hard copy submission required.*
3. **Awareness Project (100 points):**
Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special needs.

- **Individual Awareness Research (50 points)** - Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member’s reviews (with the exception of one key professional website) are not to be duplicated by other members of the group.

- **Group Pamphlet & Presentation (40 points)**
The group is responsible for providing an organized and cohesive 15 – 20 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.

- **Peer Evaluation (10 points)** Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. *All work must be properly cited. Electronic and hard copy submission required.*

4. **Candidate Work Sample (CWS) (100 points):**
In conjunction with Field II or III, develop a Candidate Work Sample outline with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. Research-based strategies must be incorporated throughout the project. You may also utilize ideas generated from collaboration with your grade level discussion team. *Details for the project will be provided in class. Electronic and hard copy submission required.*

- **CWS Part I – Sections I – IIIA (unit outline)**
- **CWS Part II – Sections IIIA (lesson plan) – Annotated Bibliography**

5. **Midterm & Final Examinations (100 points each):**
These exams will cover information related to all readings, guest speaker and student presentations, videos and course activities. Include chapter discussion guides with your midterm and final exams. *Electronic and hard copy submission required.*

6. **Bonus Category – (10 points)**
Bonus points can be earned for the following:

- Conference & Guest Speaker Presentations –
- Volunteering with Special Needs Populations -

*In order to receive extra credit, submit a one page reflection by November 30th. Electronic and hard copy submission required.*

*Electronic and hard copy submission is required for all assignments, except the inclusion guide, by the assigned due dates. Late work will result in point reductions.*
Grading and Attendance

**Assignments/Points:**
1) Inclusion Guide – 25 points
2) Grade Level Team & In-Class Participation – 25 points
3) Awareness Project – 100 points
4) Candidate Work Sample – 100 points
5) Midterm Exam = 100 points
6) Final Exam = 100 points
Total = 450 points

**ALL assignments must be submitted electronically on OAKS by 4:00 pm and hard copies must be submitted in class on the assigned dates.**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Note:** Attendance is vital in this course. If you miss more than two classes, you will receive a WA/F in the course. Tardiness is unacceptable.

---

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Syllabus &amp; Assignments</td>
<td>• Read Salend, Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Understanding Inclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Snapshots of Inclusion” Video</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Understanding Inclusion</td>
<td>• Read Salend, Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete MyEdLab and IRIS Center Modules related to Inclusion</td>
</tr>
<tr>
<td>September 7</td>
<td>Creating Collaborative Relationships and Fostering Communication &amp;</td>
<td>• Read Salend, Ch. 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Creating an Environment that Fosters Acceptance and Friendship</td>
<td>• Complete MyEdLab and IRIS Center Modules related to Collaboration &amp; Awareness</td>
</tr>
<tr>
<td></td>
<td>Select Awareness Activity Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awareness Presentation Preparation</td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>Understanding the Diverse Educational Needs of Students with</td>
<td>• Read Salend, Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Disabilities</td>
<td>• Complete MyEdLab and IRIS Center Modules related to Students with</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| September 21 | Understanding the Diverse Educational Needs of Students with Disabilities | • Bring awareness materials.  
• CWS Section I: Unit Topic or Title Identified  
• Read Salend Ch. 2 & Friend, Ch. 1  
• Complete MyEdLab and IRIS Center Modules related to Students with Disabilities. & Planning Instruction for Students with Special Needs.  
• Bring awareness materials. |
| September 28 | Understanding the Diverse Educational Needs of Learners Who Challenge Schools | • Read Salend Ch. 3  
• Complete MyEdLab and IRIS Center Modules related to Students with Other Special Needs.  
• CWS Section II: Contextual Factors Draft |
| October 5   | Understanding the Diverse Educational Needs of Learners Who Challenge Schools | • Read Salend Ch. 3  
• CWS Section II - Case study description and analysis draft.  
• Submit Awareness Activity Individual Research & Group Pamphlet. *Hard copy and electronic submission by each group member.* |
| Oct. 12     | Fall Break                                                           |                                                                                                                                           |
| October 19  | Creating an Environment that Promotes Positive Behavior              | • CWS Section II – Unit Outline Draft.  
• Read Salend, Ch. 7  
• Complete MyEdLab and IRIS Center Modules related to classroom environments and behavior. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| October 26 | Differentiating Instruction for Diverse Learners & Differentiating Instruction | • Submit Take Home Midterm Exam.  
• CWS Section II – Classroom Map Draft  
• Read Salend, Ch. 8; Friend, Ch. 2; Tomlinson, Ch 1 – 5 |
| November 2 | Differentiating Large and Small Group Instruction for Diverse Learners & Differentiating Reading, Writing, and Spelling Instruction | • Read Salend Ch. 9 & 10 & Tomlinson, Ch 6 – 10  
• Complete MyEdLab and IRIS Center Modules related to differentiated instruction.  
• CWS Peer Editing |
| November 9 | Differentiating Reading, Writing, and Spelling Instruction            | • Read Salend Ch. 10  
• Submit CWS Part I Final Copy (Sections I, II & III A) (electronic and hard copy)  
• Complete MyEdLab and IRIS Center Modules related to differentiated instruction in literacy.  
• CWS Peer Editing |
| November 16| Differentiating Mathematics, Science and Social Studies Instruction   | • Read Salend Ch. 10  
• Complete MyEdLab and IRIS Center Modules related to differentiated instruction in mathematics, science and social studies.  
• CWS Part II - Lesson Plan; Unit Assessment; Unit Activities, Research Based Strategies Draft |
| November 23| Creating Successful Transitions to Inclusive Settings & Evaluating Student Progress and the Effectiveness of Your Inclusion Program | • Read Salend Ch. 6 & 12  
• Complete MyEdLab and IRIS Center Modules related to transitions and inclusion program evaluation. |
| November 30| Last Class Video – “The Miller Twins: Normal for Us”                   | • Submit Final CWS - including Part I (Resubmit the graded section with my feedback. Significant point deductions will occur if this section is not resubmitted.) & Part II. |
| TBA        | Present Inclusion Guides and Share Final Exams                         | • Inclusion Guide & Final Exam Due                                    |
POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.
Revised and approved by EHHP faculty 3/31/06
7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

**Standard I:** Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**

**Standard II:** Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.

**Standard III:** Evidence a variety of strategies that optimize student learning

**Standard VI:** Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**

**Standard IV:** Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession

**Standard V:** Communicate effectively with students, parents, colleagues, and the community

**Standard VII:** Show an understanding of the culture and organization of schools and school systems and their connection to the larger society