Section 1: Course Instructor

Instructor: Dr. Charissa M. Owens
Office Location: SOE Rm. 335
Office Hours: W: 5:00 - 5:45 pm and by appointment
Email: owenscm@cofc.edu

Section 2: Course Description

Catalog Description
This course is designed to improve general and special educators’ ability to teach all students within schools (P-12) that are increasingly more diverse in regards to race, class, gender, home language, sexuality, and ability. This course addresses the root causes of the persistence of achievement gaps between groups of students (racial/ethnic, socioeconomic, linguistic, exceptionalities) and provides opportunities for teachers to deepen their understanding of the students they teach, learn new strategies for culturally relevant and inclusive pedagogy, and develop skills to work with systems and policies that affect children and youth.

Meeting Location/Time (Day): ECTR 218 on Wednesdays 6 - 8:45 pm
Course Credit: 3 graduate hours
Intended Audience: Graduate

Required Texts/Readings


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**Section 3: Course Goal & Objectives**

**Outcomes**

Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education, Health, and Human Performance.

**Objectives**

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

1. Demonstrate the ability to remember, understand and apply knowledge of students with varying cognitive & learning abilities to classroom instruction (includes ability to recognize potential special needs [strengths/deficits] of students and the process for accessing services in meeting these needs)

2. Demonstrate the ability to remember, understand and apply knowledge of students with & without disabilities served in inclusive classroom environments

3. Identify the historical and philosophical basis for individualized education for all learners and inclusion of students with special learning needs. Compare the concepts of mainstreaming, inclusion, and least restrictive environment (LRE)

4. Remember and understand (includes the ability to identify and

<table>
<thead>
<tr>
<th>TLS</th>
<th>CEC</th>
<th>NAGC</th>
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</thead>
<tbody>
<tr>
<td>1, 3, 6, 7</td>
<td>1, 3</td>
<td>4, 8</td>
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<td>1, 2, 3</td>
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<td>2</td>
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</tr>
</tbody>
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1 TLS = College of Charleston Teaching and Learning Standards
5. Analyze and evaluate current co-teaching practices in public school systems (includes demonstrating an understanding of collaborative strategies necessary to enhance working relationships with professionals and families facilitating successful inclusion practices).

6. Demonstrate an understanding of the procedures necessary for successful inclusion & differentiation of instruction for students with & without special needs (includes an analysis of educational strategies designed to meet the needs of diverse learners).

7. Analyze and evaluate an educational setting “designed” to meet the needs of students served in inclusive classrooms.

8. Create a plan for implementing inclusion and differentiated instruction to meet the needs of all students served in a selected preK-12 classroom (include resources and agencies that may need to be addressed for implementing plan of instruction).

9. Demonstrate an understanding of the impact of inclusive practices on individuals with and without disabilities (including parent/family perceptions); Discuss/describe the influence of culture and language on students served in inclusive environments.

10. Remember and understand (as shown by describing) the impact of over and under identification of racial and ethnic minorities in special and gifted educational programs.

11. Describe principles of effective inclusion and universal design for learning (UDL).

12. Demonstrate proficiency with technology as it relates to web-based discussions, writing, and presentations.

13. Use local community and state resources to inform parents of appropriate educational techniques.
Section 4: Course Requirements
Course learning activities include the face-to-face meetings, online meetings, the readings, and the assignments. Students are expected to demonstrate the school of education dispositions, complete the assigned readings, complete required learning activities, and demonstrate proficiency with technology.

Assignments
Participation (10 pts each)
Students will be expected to stay current with classroom readings and online module content throughout the semester. Participation will be evaluated and recorded based on responses to Learning Menu (LM) comprehension and Online Module activities (OM). Responses will be evaluated based on content, quality, and professionalism. Points to for participation are distributed across instructor-selected assignments/activities for a total value of 100 points. Responses will be selected for evaluation at the discretion of the instructor. All participation submissions are pass or fail.

Inclusion Site Evaluation (25 pts)
Each student will either directly observe and evaluate an inclusion site in a K-12 setting or view a video depicting inclusion. He/she will note teacher and student behaviors during the observation and document his/her impressions of inclusive practices depicted. The student will select one aspect of the inclusion site to develop a good editorial piece (1200 word news article, 10 minute video, 1200 word blog, 5-8 multimedia slide show) describing what is being criticized and what is a suggested improvement in an engaging, yet informative manner. The editorial will be submitted on Oaks for evaluation.

Co-teaching Instructional Sketchbook & Presentation (25 pts)
Each student will create a scrapbook or sketchbook on how to implement co-teaching/differentiated instruction for students served in inclusive classrooms. The book will include examples and non examples of the following: time needed for collaboration, resources necessary (including administrator support), instructional techniques, grouping for instruction, assessment ideas, universal design for instruction, AND suggested timeline depicting how teachers can create a collaborative environment into future instructional practice. After developing the scrapbook or sketchbook, each student will present his/her work to the class demonstrating proficiency with technology (wiki, glogster, xtranormal, etc.)

Parent/Guardian Booklet & Video (50 pts) MIDTERM PROJECT
Students will be asked to create a brochure, booklet, or short story describing the Procedural Due Process Rights for Parents and Guardians. In addition, the booklet must be used in a videotape (QuickTime or Windows Media file format only) or audio recording of a role-play describing these rights to a “parent”, and complete a self-evaluation of their knowledge and communication skills.
Family Interview & Community Expedition Presentation (50 pts) **FINAL EXAM PROJECT**

Family interview focused on Inclusive Practices: Each student will contact the parent/guardian of a student with or without a special need and conduct an interview of his/her perception of inclusive practices currently in place in K-12 classrooms.

Community Expedition: Each student will contact a teacher, school administrator, or other community organization leader who works with and/or in a K-12 classroom and interview him/her concerning his/her perception of inclusive practices currently in place in K-12 classrooms.

Presentation: After completing the interview with the family & community leader, students will explore the school, surrounding neighborhood, and/or academic-related community events. Based on the data from the family interview and community expedition, students will create an advertisement (3 minute second radio announcement, 3 minute commercial, or billboard) for teachers about multiple ways to accommodate the student and build partnerships with their families.

**Section 5: Performance Outcome Table**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Objectives Met</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5, 10</td>
<td>100</td>
</tr>
<tr>
<td>Inclusion Site Evaluation</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Co-teaching Instructional Plan &amp; Presentation</td>
<td>6, 8</td>
<td>25</td>
</tr>
<tr>
<td>MID-TERM: Parent/Guardian Booklet &amp; Video</td>
<td>1, 2, 9</td>
<td>50</td>
</tr>
<tr>
<td>Final: Family Interview &amp; Community Expedition</td>
<td>9,3, 4, 11</td>
<td>75</td>
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<tr>
<td></td>
<td>Total</td>
<td>250</td>
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**Section 6: Evaluation Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>B</td>
<td>83 – 92</td>
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<tr>
<td>C</td>
<td>74 – 82</td>
</tr>
<tr>
<td>F</td>
<td>73 or below</td>
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<tr>
<td>XF</td>
<td>Failure due to academic dishonesty</td>
</tr>
</tbody>
</table>

2 No D’s are given in graduate courses.
Section 7: Special Considerations/Agreements
1. The instructor reserves the right to make changes to the syllabus.
2. Assignments should be turned in at the beginning of each class on the due date.
3. Please turn off your cell phones when entering the classroom. If your cell phone rings, you will be asked to leave the classroom. Exceptions will only be made in the case of a family emergency.

Section 8: Course Policies and Procedures

Professional Behavior & School of Education 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.
• Responsible and ethical practice.

Attendance: Class attendance and punctuality are expected professional behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than one class, the instructor(s) should be informed of the reasons. You are also required to obtain an absence memo from the Office of Student Affairs. Absence memos identified as “documented” will be considered excused absences with no penalty and “undocumented” as unexcused absences with a 1.5 pt deduction/absence. A student may receive a “WA/F” for excessive excused or unexcused absences that is defined for this course as missing more than 15% of the scheduled classes. Coming to class late and leaving early are noted and will be considered as time absent from class.

Class Participation: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities (in-class quizzes, tests, journals, threaded discussions and projects) will require responses based on the readings, class discussions and personal experiences. Any drop box assignments must be uploaded using Microsoft Office compatible files in the correct location by the specified due date.

Make-up quizzes/examination: 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.

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. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5 point deduction.

Final Exam: When applicable, 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 the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

**Papers:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

**Assignment Resubmission:** Course assignments may be resubmitted within 2 academic calendar days after the assignment due date to earn up to one half (1/2) of the total points deducted during the initial assignment evaluation. This excludes quizzes, midterms, finals, and late assignments. Resubmitted assignments will not be accepted after the final day of class nor will they be considered for additional resubmissions to earn additional points.

**Honor Code and Academic Integrity:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**ADA Accommodations:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.
# Section 9: Course Calendar

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Topics &amp; Learning Activities</th>
<th>Class Format</th>
<th>Class Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Overview of syllabus, rubrics, and course format Understanding Inclusion Module Review</td>
<td>Face to Face Online Module</td>
<td>Syllabus</td>
<td>Honor Code Quiz OM Activity 1</td>
</tr>
</tbody>
</table>

## Understanding Inclusion

| 9/2   | Understanding Inclusion | Online Module | Ch. 1 Anderson, 2007 | OM Activity 2 |
| 9/9   | Strengths & Challenges of Diverse Populations Observation Techniques SWD Online Module Review | Face to Face | Ch. 2 GLSEN, 2014 | LM Activity 1 |
| 9/16  | SWD: Strengths & Challenges | Online Module | Wheeler, 2010 Laughey, 2010 | OM Activity 3 |
| 9/30  | ELL’s & GT: Legislation & Eligibility | Online Module | Menken, 2010 Education Week, 2009 Whiting, 2009 | OM Activity 4 Draft Parent Booklet Due |
| 10/7  | ELL’s: Strengths & Challenges | Face to Face | Hoingsfeld, 2008 | LM Activity 3 Parent Booklet Due |

## Creating an Inclusive Environment

| 10/14 | Creating an Inclusive Environment | Online Module | Ch. 4 Ch. 5 | OM Activity 5 |
| 10/21 | PBS & Co-Teaching Models Communication & Collaboration w/ Families | Face to Face | Ch. 7 Ch. 9 Martin, C., 2002 | LM Activity 4 |

## Differentiation Techniques

| 10/28 | Differentiating ELA for ELL’s, GT, SWD, and LGBT | Online Module | Ch. 10 GLSEN, 2013 | OM Activity 6 |
| 11/4  | Co-Teaching Presentations | Student Presentations | Co-teaching plan due |
| 11/18 | Differentiating Math Applying Differentiation for Social Studies & Science | Multiple Online Modules | Ch. 11 Witzel, 2005 Pierce, 2004 | OM Activity 7 OM Activity 8 |
| 12/2  | Final Exam Presentation Drafting and Support |
| 12/9  | Final Exam Presentations | Student Presentations | Family Interview & Cultural Expedition Due |