<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Genevieve Hay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>Mondays and Wednesdays – 10:45 – 1:15 pm and by appointment.</td>
</tr>
<tr>
<td>Office:</td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td>Office phone &amp; Email:</td>
<td>(843) 953-8054 <a href="mailto:hayg@cofc.edu">hayg@cofc.edu</a></td>
</tr>
<tr>
<td>Course Description</td>
<td>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.</td>
</tr>
<tr>
<td>MAT Program Prerequisites</td>
<td><strong>Focus I and II Semester Coursework</strong> Due to the nature of the course and assignments, EDEE 606 MAT candidates should be taken during the final semester of coursework prior to clinical internship and be proficient in lesson planning. <em>MAT students in their first semester of education coursework will not be able to take the course.</em></td>
</tr>
<tr>
<td></td>
<td>To purchase the cText from Pearson, follow the instructions below:</td>
</tr>
<tr>
<td></td>
<td>2. Click Register now (will have purchased Access Code from bookstore)</td>
</tr>
<tr>
<td></td>
<td>3. Click I accept at bottom of page</td>
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</table>
4. Enter yes if you have already created a Pearson account for another class and use the same information. If this is your first time click no and create a username and password.

5. Enter the access code found on the inside of the brochure purchased from the bookstore (under the peal off)

6. Click next

7. Enter your personal information and school information.

8. Submit

9. If not taken directly into the library please reuse the link found in step 1 and enter the username and password from step 4.


Friend, Chapter Five (on OAKS) – INCLUDE Strategy

**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.
OAKS
All assignments, templates and student samples can be found on OAKS. You are expected to upload ALL assignments to OAKS and bring a hard copy to class.

All work must be uploaded as a Word file using the following naming structure - CourseAssignment_FirstLastName.

For example - AwarenessProject_SusieBrown.

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
1. Describe the characteristics, which influence differences in learning. ACEI 1.0, 3.2; NAECYC 1; NMSA 1; SC 4
2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAECYC 1; NMSA 1; SC 4; SC 6
3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAECYC 1; NMSA 1; SC 4; SC 6
4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAECYC 1; NMSA 1; SC 4; SC 6

ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS
1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0. 3.2, 3.4, 3.5; NAECYC 4b, NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAECYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAECYC 4b; NMSA 5
4. 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. ACEI 1.0, 3.2, 3.4, 3.5; NAECYC 4b; NMSA 5; SC 4
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. ACEI 4.0; NAECYC 3; NMSA 5; SC 4
<table>
<thead>
<tr>
<th>Course Requirements</th>
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<tr>
<td>1. Demonstration of School of Education Dispositions</td>
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<tr>
<td>2. Completion of all assigned readings,</td>
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<tr>
<td>3. Completion of all assignments, projects, and field experience hours.</td>
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<tr>
<td>4. Use of OAKS for assignment submission.</td>
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<tr>
<td>5. Proficient in lesson planning.</td>
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<tr>
<th>Honor System:</th>
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<tbody>
<tr>
<td>College of Charleston Honor Code and Academic Integrity</td>
</tr>
</tbody>
</table>

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 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 both by 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 F is permanent. 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, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), 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://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

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)

Policies

**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.

**Attendance is vital in this course.** Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Arriving late and leaving early is unacceptable and will be considered a ½ absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. Two absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. After the second absence, the student’s grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.

**Personal Communication Devices/Laptops:** Please keep cell phones and laptops stowed away during class, with the exception of times when groups collaborate on projects.
1. **IRIS Center Modules (20% of final grade)**

   ETC 1 – Objectives 1 – 4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE

   *IRIS Center Assignments - See attached description.*

2. **Attendance & Participation (10% of final grade)**

   **A. Attendance, Chapter Readings, & In-Class Participation** (5% of final grade) - Active participation and regular attendance are expected.

   **B. Weekly Chapter Readings, Class Participation, and Online Reading Quizzes (10% of final grade)**

   **Online Quizzes:** Throughout the course, you are expected to successfully complete weekly online chapter quizzes for chapters 1 - 12. Each quiz will be available for one week only and may be taken multiple times that week. After the week, the quiz will no longer be available and will not be reopened. The highest quiz score you receive will be recorded and averaged into your final quiz grade for the course.

   **Reading Summarization Activities:** In class each week, you will work with various groups to participate in chapter summarization activities (e.g., 3,2,1 summaries, Collaborative Strategic Reading (CSR), Exit Cards, KWL, free-writing, etc.). This will give you an opportunity to get a firmer grasp of the content and to explore a range of comprehension strategies that you can consider employing in your future classrooms.

3. **Disability Topics & Other Diverse Learning Needs -- Presentations & Strategy Tip Sheets (5% of final grade)**

   With a partner, select a tip sheet topic (below) and lead the class in a brief discussion (10 – 15 minutes). Provide your classmates a one-page tip sheet based upon your research. Topics will be presented as each chapter is discussed in class. (Topics selected must be different than the one to be presented during your awareness presentation.)

   **Suggested Resources** – Course text(s), IRIS Center, Websites, Articles, OAKS Content

   **Tip Sheet Topics/Dates/Presenters**

3. **Awareness Project & Presentation (20% of final grade)**

   Individually, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with a specific special need. (See detailed description attached and on OAKS.)

   **Individual Awareness Research** – Review ten (10) resources (websites, articles, and books) and review five (5) children’s literature related to the topic. Provide a brief synopsis of each resource.

   **Pamphlet & Presentation** - Provide an organized and cohesive 20 – 30 minute interactive, awareness presentation. Share your awareness guide/pamphlet with the class. (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)
4. Candidate Work Sample (CWS)
You will develop a modified Candidate Work Sample (unit of instruction), which incorporates research-based instructional strategies for a case study student with special needs. The CWS project will be completed in three separate homework assignments. Based upon feedback and additional information learned throughout the course and through your research, you are expected to revise ALL sections of the CWS. Along with directions for the assignment, CWS Homework templates and student samples can be found on OAKS. (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE)

CWS Submission Requirements (Microsoft Word ONLY)
CWS Homework (15% of final CWS grade)
By the assigned due dates, upload electronic copies of each homework assignment on OAKS. Full and thoughtful completion of the 3 homework assignments is expected. After each section has been graded, revisions can be made for additional partial credit. In order to receive additional credit on revisions, you must resubmit your revisions within 1 week of receiving my feedback. With each resubmission, incorporate your revisions on the original document with my feedback and highlight any revisions you make in yellow.

CWS Final Submission (10% of final CWS grade)
Submit a completely revised, clean copy of your final CWS by the assigned due date. The final project will be shared in class.

5. Midterm and Final Exams: (30% of final grade)
The exams will cover all the material in the readings and course activities. The final individually assesses you on your ability to apply knowledge, skills, and concepts explored during the course of the semester. Electronic submission required. (ETC 1 - Objectives 1 - 4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

Electronic submission is required for all assignments by the assigned due dates. Any changes to due dates will be noted on the OAKS calendar. Note: All course assignments are to be completed independently unless otherwise specified by the instructor. (See Honor Code and Academic Integrity Statement.)

Grading and Attendance

<table>
<thead>
<tr>
<th>Assignments/Points:</th>
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<tbody>
<tr>
<td>1) IRIS Center Modules (2 by midterm/2 by final) – 20%</td>
</tr>
<tr>
<td>2) Tip Sheets, Online Quizzes &amp; Class Participation – 10%</td>
</tr>
<tr>
<td>3) Awareness Project – 20%</td>
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<tr>
<td>4) Candidate Work Sample – 20%</td>
</tr>
<tr>
<td>5) Midterm &amp; Final Exams = 30%</td>
</tr>
</tbody>
</table>

ALL assignments must be submitted electronically on OAKS by 5:00 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>B+</td>
<td>88 – 92%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88%</td>
<td>3.0</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>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>
## Course Schedule

*Any changes to the course calendar will be shown on the OAKS calendar.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| August 23  | Syllabus & Assignments  
What is Inclusion, and Why is it Important?                                          | Read McLesky, Ch. 1 and articles and resources on OAKS from “Basics of Special Education.”  
OAKS Online Quiz for Ch. 1 by midnight on Aug. 30 (available Aug 23 – 30) |
| August 30  | Inclusion: Historical Trends, Current Practices, and Tomorrow’s Challenges  
**Select:**  
Case Study Student for Awareness Presentations & CWS  
Tip Sheet Topics:                                                | Read McLesky, Ch. 2 and articles and resources on OAKS from “Basics of Special Education.”  
OAKS Online Quiz for Ch. 2 by midnight on Aug. 23 (available Aug 23 – 30)  
Bring awareness materials.                                         |
| September 6| **Sample Awareness Presentation**  
Awareness Presentation Preparation  
Collaboration and Teaming  
Awareness Presentation Preparation                                      | Read McLesky, Ch. 10 & 11; OAKS resources and articles from “Families” module.  
OAKS Online Quizzeses for Ch. 10 & 11 by midnight on Sept. 6 (available Aug 30 – Sept. 6) |
| September 13| Planning Instruction by Analyzing Classroom & Student Needs and Formal Plans and Planning Differentiated Instruction  
Candidate Work Sample - CWS Description  
Awareness Presentation Preparation  
**Tip Sheet Presentations:**  
Collaboration with Families                                      | Read Friend, Ch. 5  
Review CWS Description and Student Samples on OAKS.  
Bring awareness materials.  
OAKS Online Quiz for Friend, Ch.5 by midnight on Sept. 13 (available Sept. 6 - 13) |
| September 20| Students with Learning Disabilities & ADHD                                            | Read McLesky, Ch 3 & 4 and Articles about Students with Learning Disabilities & ADHD on OAKS.  
OAKS Online Quizzzes for Ch. 3 & 4 by midnight on Sept. 20 (available Sept. 13 - 20) |
| September 27| Students with Autism, Emotional Disabilities  
**Awareness Presentations**                                       | Read McLesky, Ch. 6 & 7 and articles and resources on Emotional Disabilities & Autism, on OAKS.  
OAKS Online Quizzzes for Ch. 6 & 7 by midnight: on Sept. 27 (available Sept. 20 - 27)  
**Due:** Awareness Activity Individual Research & Group Pamphlets. |
| October 4 | Students with Communication Disorders & Sensory Impairments  
 **Awareness Presentations** | **Read McLesky, Ch 8** and articles and resources on Communication Disorders and Sensory Impairments on OAKS.  
 **OAKS Online Quiz for Ch. 8 by midnight on Oct. 4** (available Sept. 27 – Oct. 4)  
 **Due:** k HW 1 |
| October 11 | Students with Intellectual Disabilities, Physical Disabilities, Health Impairments & Multiple Disabilities and Gifted and Talented Students  
 **CWS 3 Description**  
 **Awareness Presentations** | **Read McLesky, Ch. 5 & 9** and Articles about Health Impairments, Gifted Education, English Language Learners, Poverty, Homelessness on OAKS.  
 **Homework** - Select IRIS Center Diversity Brief to share in class. See detailed description in the OAKS Newsfeed and on the Course Assignment Handout.  
 **OAKS Online Quizzes for Ch. 5 & 9 by midnight on Oct. 11** (available Oct. 4 - 11)  
 **Due:** Two Midterm IRIS Modules (First Half) and CWS HW 2 |
| October 18 | Diversity & Learning Strategies  
 **Graphic Organizer Activity**  
 **Share IRIS Diversity Brief**  
 **Tip Sheet Presentations:** | **Read McLesky, Ch. 12**  
 **Homework**  
 Watch ASCD Video 1- Planning Curriculum & Instruction and participate in online discussion. Click the hyperlink or locate in the Content Area of OAKS – Videos  
 **OAKS Online Quiz for Ch. 12 by midnight on Oct. 18** (available Oct. 11 - 18) |
| October 25 | Effective Instruction in the Core Content Areas: Teaching Reading, Writing and Mathematics  
 **ASCD Video Series – At Work in the Differentiated Classroom**  
 **Tip Sheet Presentations:** | **Read McLesky, Ch. 13**  
 **OAKS Online Quiz for Ch. 13 by midnight on Oct. 11** (available Oct. 17 - 24) |
| October 30 | Differentiating Content, Process & Products and Grading in a Differentiated Classroom  
 **Jigsaw Activity – Differentiated Instruction** | **Read OAKS articles and resources on “Effective Grading Practices”** |
| November 8th | Fall Break |
| November 15 | Effective Practices for All Students: Classroom Management ASCD Video Series “Back to Square One” Activity | Read McLesky, Ch. 15  
**Due:** CWS HW 3  
OAKS Online Quiz for Ch. 15 by midnight on Oct. 11 (available Nov. 7 - 14) |
| November 22 | Using Technology to Support Inclusion | Read McLesky, Ch. 16  
OAKS Online Quiz for Ch. 16 by midnight on Oct. 11 (available Nov. 14 - 21) |
| November 29 | **Last Class** Share Final CWS Projects (Final) | **Due:** Final CWS – (Resubmit the graded section with my feedback. Significant point deductions will occur if this section is not resubmitted.) |
| TBA | | **Due:** Final 2 IRIS Modules and Final Exam |
Teacher Education (TEDU)
COURSE POLICIES AND PROCEDURES

*Course policies and procedures apply to teacher education courses.

1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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</tr>
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<td>B</td>
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<td>C+</td>
<td>82.83%</td>
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<td>C</td>
<td>79.81%</td>
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<tr>
<td>D+</td>
<td>75-76%</td>
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<tr>
<td>D</td>
<td>72.74%</td>
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<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

* A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. * There are no minus grades in graduate courses.

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice