# College of Charleston
## Education 606 Syllabus
### Teaching Diverse Learners

| Meeting Time and Place: | Mondays 12 – 1:15 pm EDUCATION CENTER 213  
Wednesdays 10:30 – 11:30 - 86 Wentworth, Room 320  
Online |
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<tr>
<td>Instructor's Name:</td>
<td>Dr. Genevieve Howe Hay</td>
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| Office Hours: | **Office Hours**  
Tuesdays & Wednesdays 10:45 – noon (86 Wentworth Street, Room 320)  
Online Office Hours (by email and by phone, if needed) - Tuesdays from 7 – 9:30 pm  
(I will check and respond to email regularly during that time period.) |
| Office Location: | Room 320, 86 Wentworth Street |
| Phone/Email: | (843) 953-8054 hayg@cofc.edu |
| 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:**  
Selected Readings on OAKS  
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.  
**Optional Texts:**  
Publication Manual of the American Psychological Association (5th Ed.). |
| 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; NAEYC 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; NAEYC 1; NMSA 1; SC 4; SC 6

3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; NMSA 1; SC 4; SC 6

4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 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; NAEYC 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; NAEYC 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; NAEYC 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; NAEYC 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; NAEYC 3; NMSA 5; SC 4

6. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; NMSA 5

7. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; NMSA 5

8. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; NMSA 5
9. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; NMSA 5

10. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; NMSA 5

11. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; NMSA 5

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7

2. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7

3. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4

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.)
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 course will be a mixed delivery course. Individually, we will meet weekly in my office on Wednesdays from 10:30 – 11:30. On Mondays, you will attend specific sessions of EDEE 409 as designated on the course calendar.

Course Assignments:

IRIS Center Modules & Participation (20%) ETC 1 – Objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE)

A. IRIS Center Assignments (See attached handout and course calendar)

B. In-Class Participation (Daily) Active participation and regular attendance are expected. For each chapter, identify 3 key points to share with your discussion group in class. Be prepared to discuss and share relevant points with the entire class. Key points will be submitted at midterm and final.

C. Disability Topics & Other Diverse Learning Needs -- Presentations & Tip Sheets - Select ONE of the following topics and be prepared to lead a discussion on the topic and provide your classmates a one page tip sheet based upon what your research. (Topics selected must be different than the one to be presented during your awareness presentation.) Suggested Resources – Salend text, IRIS Center, Websites, Articles

Awareness Project & Presentation (20%) (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)
With a partner, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with a specific special need.

- Individual Awareness Research – Each group member, will review resources (websites, articles, books) and review children’s literature related to the topic. Provide a brief synopsis of each resource.
- Group Pamphlet & Presentation - Provide an organized and cohesive 20 – 30 minute interactive, awareness presentation. Share your awareness guide/pamphlet with the class.

IMPORTANT – Resources (i.e. children’s books lists, websites, articles, etc.) to assist with the project and student samples can be found on OAKS.
**Candidate Work Sample (CWS) 20%**  (ETC 2 Objectives 1 -9; SC 4 & 6; ISTE)

In conjunction with Field II or III, you will develop a modified Candidate Work Sample with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The assignment 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 for final submission. **Your final CWS should be professionally compiled into a packet. The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project. Electronic and hard copy submission required.**

**IMPORTANT** – Along with directions for the assignment, CWS Homework templates and student samples can be found on OAKS.

**Midterm & Final Examinations:** (40%) (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

These exams will cover information related to all readings, guest speaker and student presentations, videos and course activities. Include chapter key points with your midterm and final exams.

*Electronic and hard copy submission is required for all assignment, by the assigned due dates. Late work will result in point reductions.*

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**Grading and Attendance**

**Assignments/Points:**

1) IRIS Center Modules, Tip Sheets & Class Participation – 20%
2) Awareness Project – 20% *(Resources & sample projects on OAKS)*
3) Candidate Work Sample – 20% *(Resources & sample project on OAKS)*
4) Midterm Exam = 20%
5) Final Exam = 20%

**ALL assignments must be submitted electronically on OAKS by 6:00 pm and hard copies must be submitted in class on the assigned dates.**

**GRADING SCALE:**

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<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>January 8 (Wed.)</td>
<td>Introduction</td>
<td>Online and in my office</td>
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<td>January 13 (Mon.)</td>
<td>The Foundation of Educating Students with Special Needs</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
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<tr>
<td>January 15 (Wed.)</td>
<td>The Foundation of Educating Students with Special Needs</td>
<td>Online and in my office</td>
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<td>January 20 (Mon)</td>
<td>MLK Holiday</td>
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<td>January 22 (Wed.)</td>
<td>Special Education Procedures &amp; Services</td>
<td>Online and in my office</td>
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<td>January 27 (Mon)</td>
<td>Building Partnerships Through Collaboration Sample Awareness Presentation – Dr. Hay</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
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<td>January 29 (Wed.)</td>
<td>Building Partnerships Through Collaboration</td>
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<tr>
<td>February 3 (Mon)</td>
<td>Assessing Student Needs Awareness Group Work</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
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<tr>
<td>February 5 (Wed.)</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs &amp; CWS Awareness Group Work</td>
<td>Online and in my office</td>
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<tr>
<td>February 10 (Mon)</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs &amp; CWS Awareness Group Work</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
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<tr>
<td>February 12 (Wed.)</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs Awareness Group Work</td>
<td>Online and in my office</td>
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<tr>
<td>February 17 (Mon)</td>
<td>Students with Low Incidence Disabilities Low Incidence Awareness Presentations</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
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| February 19 (Wed.) | Students with Low Incidence Disabilities  
Low Incidence Awareness Presentations | Online and in my office | Friend, Ch. 6   |
| February 24 (Mon)  | Students with Low Incidence Disabilities  
Low Incidence Awareness Presentations | ECTR 213 – 12:15 pm | Friend, Ch. 6   |
| February 26 (Wed.) | Take Home Midterm Exam  
CWS Presentations – Schedule individual conferences to discuss your CWS project. | Online and in my office | Due – Take Home Midterm Exam  
(Chapters 1 – 6; Chapter Summaries; 1 IRIS Center Module; Guest Speaker Reflections) |
| March 1 - 9 | Spring Break | | |
| March 10 (Mon)  | Students with High Incidence Disabilities  
High Incidence Awareness Presentations | ECTR 213 – 12:15 pm | Friend, Ch. 7   |
| March 12 (Wed.)  | Students with High Incidence Disabilities  
High Incidence Awareness Presentations  
CWS Peer Editing | Online and in my office | Friend, Ch. 7  
Share Chapter 7 Key Points in Class |
| March 17 (Mon)  | Guest Speaker, Ms. Brianna Murray and her guide dog, Lacey  
12:15 Class – Guest Speakers - Katie Smith & Jennifer Molizon Therapeutic Recreation Coordinator | ECTR 213 – 12:15 pm | Read selected information on OAKS related to braille and vision impairment. |
| March 19 (Wed.)  | Other Students with Special Needs  
Other Special Needs Awareness Presentations | Online and in my office | Friend, Ch. 8  
Share Chapter 8 Key Points in Class |
| March 24 (Mon)  | Other Students with Special Needs  
Other Special Needs Awareness Presentations | ECTR 213 – 12:15 pm | Friend, Ch. 8  
CWS Homework #2 –  
Contextual Factors, Case Study Student Analysis & Classroom Map  
Due: Awareness Collaborative Peer & Self Evaluation Form |
| March 26 (Wed.)  | Differentiated Instruction & CWS  
ASCD DI Video Series  
CWS Peer Editing | Online and in my office | Friend, Ch. 9  
Share Chapter 9 Key Points |
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<tr>
<td>March 31</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
<td>Online and in my office</td>
<td>Friend, Ch. 9</td>
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<td>April 2</td>
<td>Strategies for Independent Learning</td>
<td>Online and in my office</td>
<td>Friend, Ch. 10 Share Chapter 10 Key Points</td>
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<td>April 7</td>
<td>Guest Speaker – Mrs. Kristina Day, RN and mother of a child with autism</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
<td>Online and in my office</td>
<td>Guest Speaker – Read information on autism in the textbook and on OAKS – “Guest Speaker Resources.”</td>
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<td>April 9</td>
<td>Strategies for Independent Learning</td>
<td>Online and in my office</td>
<td>CWS Homework #3 – Lesson Plan, Case Study Student Adaptations &amp; Research-Based Strategies</td>
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<td>April 14</td>
<td>Evaluating Student Learning</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
<td>Friend, Ch. 11 Share Ch 11 Key Points Final CWS (Submit Final Copy with ALL Graded CWS Homework # 1 – 3)</td>
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<td>April 16</td>
<td>Responding to Student Behavior</td>
<td>Online and in my office</td>
<td>Friend, Ch. 12 Share Chapter 12 Key Points</td>
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<td>April 23</td>
<td>Guest Speaker - Mr. Chris Swetckie, Principal of Howe Hall AIMS</td>
<td>ECTR 213 – 12 – 1:15 pm</td>
<td>Friend, Ch. 12</td>
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<td>April 23</td>
<td>Responding to Student Behavior</td>
<td>Online and in my office</td>
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<td>TBA</td>
<td>Take Home Final Exam</td>
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<td>Due – Take Home Final Exam (Chapters 7 - 12; Chapter Summaries; 1 IRIS Center Module; Guest Speaker Reflections))</td>
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POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE*

1. GRADING SCALE:

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** 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 (over)

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