**COURSE SYLLABUS**

**Department of Teacher Education**

**Weber State University**

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| **Course Number:****Title:****Credit Hours:** | MED 6265Foundations of Inclusive Teaching2 semester hours |

**Course Description:**

This course, designed for non-special education teacher candidates, will introduce candidates to the legal, philosophical, historical, and ethical foundations of special education. An emphasis is placed on strategies and methods for instructing students with exceptionalities in the general education setting and the expanded roles and responsibilities of school personnel for providing appropriate educational experiences for all students.

**Required Text:**

Lewis, R. B. & Doorlag, D.H. (2006). *Teaching Special Students in General Education Classrooms, 7th edition*. Upper Saddle River, NJ: Prentice-Hall.

**Course Outcomes/Objectives:**

Upon completion of this course, the teacher candidates will meet the following Utah Effective Teaching Standards (UETS) outcomes:

UETS Outcome 1: Learner Development

1.1 Collaborates with families, colleagues, and other professionals in promoting student growth and development.

* 1. Defines challenging learning experiences based on students’ strengths, interests, and needs.

UETS Outcome 2: Learning Differences

2.1 Identify different ways of demonstrating learning.

UETS Outcome 8: Reflection and Continuous Growth:

* 1. Recognize and reflect on biases to effectively teach all students.

UETS Outcome 10: Professional and Ethical Behavior:

10.1 Adheres to and upholds laws, rules, policies, and directives.

10. 2 Maintains professional behavior and appearance.

*Course Requirements and procedures*

1. **Class attendance & participation (15 pts):**
	1. Candidates are required to download and print weekly guided notes from the website, bring them to class, attend to the weekly lecture(s), complete the guided notes during the class session, participate in the response card activities, and ask any relevant questions of the instructor and/or guest lecturers. Outcome 10
	2. Attendance will be taken each day and participation points will be awarded each session. If you miss a class for any reason it is NOT necessary to provide reasoning to the instructor. All absences will be treated in the same manner regardless of “excuse” (if you have an ongoing problem or emergency situation please talk to the instructor). Outcome 10
2. **Nine Weekly Quizzes (10 pts each**): Each week teacher candidates will take an in class quiz based on the current week’s readings. Outcomes 1, 2, and 8
3. **Nine Weekly Activities (10 pts each):** Each week candidates will participate in an in-class activity. Information from these activities will need to be turned in to the instructor via Canvas. For these activities stimulus questions will be given to respond to following each activity Outcomes 1, 2, and 8
4. **Two Reaction Papers (10 pts each):** Two of the weeks the teacher candidates will participate in a simulation. For the simulations teacher candidates will write a short (2-3 page) reaction paper on selected class activities. Papers should be word processed or typed in Times New Roman 12 pt. font. Outcomes 1, 2, and 8
5. **Four Iris Modules (10 pts each):** Teacher candidates will complete a series of online activities located at http://iris.peabody.vanderbilt.edu/onlinemodules.html Each module is divided into 5 sections—Challenge, Thoughts, Perspectives and Resources, Assessment, and Wrap up. Teacher candidates will be required to view each section of the module and answer and turn in the questions located in the assessment section. Outcomes 1, 2, and 8
6. **Four Article Reviews (10 pts each)**: Teacher candidates will be required to read selected materials throughout the semester. In addition each teacher candidate will need to choose an additional article related to their presentation area; this article must be from a reputable source. Read and respond to these articles (Double-spaced pages, word processed in 12 pt font, APA format, reference page) For each paper, you will address the following:
	1. Summary of the author(s)’ position: What was the main point the authors were trying to make? What evidence was presented to support their position?
	2. Your reaction to the article: Do you agree or disagree with the authors? Why? Don’t just state your opinion; support your position using other references or research data (e.g., citations from the textbook or other sources).
	3. Implications for practice: Discuss how you could use this information in your own teaching practice. Outcomes 1, 2, and 8
7. **Group Presentation/Paper (50 pts)** Each candidate will work with a partner to present about one specific disability category. Each presentation should evidence research that goes beyond the information presented in the text. Each presentation should take approximately 40-45 minutes, and candidates are expected to create a handout/guided notes for members of the class. A summary paper will be submitted on the day of the presentation. (Presentation 20 points, Paper 30 points) Outcome 1.1
8. **Final Case (50 points):** This take-home project will require a synthesis of course materials including topics from each session and assigned readings. For this project you will be required to complete specific activities for a given case study class. Outcomes 1, 2, 8 and 10
9. **Final Exam (100 points):** This Chi tester exam will cover topics from assigned chapters in the textbook. Outcomes 1, 2, 8 and 10

**Total Points: 495**

**Final grades will be based on the following scale:**

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| --- | --- | --- |
| A 95 - 100% | B- 80 - 83% | D+ 68 - 69% |
| A- 90 - 94% | C+ 78 - 79% | D 60 - 67% |
| B+ 88 - 89% | C 74 - 77% | F Below 60 % |
| B 84 - 87% | C- 70 - 73% |  |

**Instructor expectations:**

**Late Assignments**: Late submissions will result in the loss of **20%** of the points earned for the first week. **Assignments over 7 calendar days late will be assessed with a loss of 30%** unless prior arrangements have been made with the instructor.

The instructor reserves the right to lower any grade based on lack of professional behaviors, lack of quality assignments, or lack of adherence to professional ethics.

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student’s admission to the Teacher Education Program.

**ADA Statement**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**\* *The instructor reserves the right to change any requirements or the course outline as deemed necessary. Candidates will be notified of any changes to the syllabus.***

**TENTATIVE COURSE CALENDAR**

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| **Date** | **Week Topic** | **Readings** | **Activities/Assignments Due** |
| Week 1  | Introduction  | None |  |
| Week 2 | IRIS Module A Historical, philosophical and legal foundations of special education Disability Simulation | Ch 1Reading 1 | Reading 1 reviewIris Module questions IRIS Module A |
| Week 3 | Collaboration-Educational PartnershipsIEP Meeting Simulation  | Ch 2 & 3Reading 2 | Reading 2 reviewDisability Simulation reaction paper  |
| Week 4 | Students with Autism(Presentation Topic 1) Questioning  | Ch 14Reading 3 | IEP Meeting Reaction paperQuestioning |
| Week 5 | Teaching Students Who are Deaf or have a hearing impairments(Presentation Topic 2) Teaching Students who are Blind or have a visual impairment (Presentation Topic 3)  | Ch 15Reading 3 Reading 4 | Reading 3 reviewReading 4 reviewClassroom Layout  |
| Week 6 | Teaching Students with Orthopedic Impairments(Presentation Topic 4) Teaching Students with Other Health Impairments and ADHD(Presentation Topic 5) | Ch 15 (10) | Housing Issues |
| Week 7 | Teaching Students with Behavior Disabilities(Presentation Topic 6) Teaching Students with Learning Disabilities  | Ch 12 & 6 | IRIS Module Series B & C |
| Week 8 | Teaching Students with Intellectual disabilities (Presentation Topic 7)Curriculum Modification Ladder  | Ch 11 | Graphic Organizers |
| Week 9 | Teaching Students with Speech or Language Impairments (Presentation topic 8)Graphic Organizers | Ch 13 | Lesson Plan |
| Week 10 | Teaching students with Traumatic Brain Injury(Presentation Topic 9) Assistive Technology | Ch 4 & 9 | IRIS Module D |