EDU524: Exceptional Needs in Inclusive Classrooms

Syllabus

Course Description

This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges by:

- Developing an orientation toward effective instruction in inclusive settings through a study of the history of current special education laws as well as attitudinal issues regarding inclusive education

- Observing, assessing, planning, and evaluating students with instructional, behavioral, and cultural challenges

- Working collaboratively within a team of educational professionals, family members, and the exceptional student for decision making and problem solving

In the course project, Instructional Action Plan: Supporting Students with Exceptional Needs, each candidate provides evidence of his or her ability to (1) utilize human development theory when planning lessons and delivering instruction

to students with exceptional needs, (2) seek assistance and guidance from school-based teams to address students' learning needs, and (3) implement research-based instructional strategies to develop cognitive processes related to critical thinking and problem solving. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment programs, and it is designed to demonstrate mastery of the Association for Childhood Education International (ACEI) professional standards.

Learning Outcomes

Upon successful completion of this course, each candidate will:

- Discuss information about special education laws, procedures, and services.

- Develop a philosophical view about inclusive education.

- Identify various learning exceptionalities of students with low-incidence and high-incidence disabilities, students with cultural and linguistic diversity, and students who are gifted and talented.

- Use specific knowledge of students' medical conditions and medications, and their possible effects on student learning and behavior.

- Assess individual students to identify their learning and behavioral needs, and participate in the development of individualized educational plans in collaboration with members of the team including parents, guardians, teachers, administrators and the student.

- Engage in collaboration and consultation with members of the team to support students with disabilities in inclusive settings.

- Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners, to ensure success in inclusive settings.

- Modify methods to evaluate student progress in inclusive settings.

- Develop and implement lessons that involve co-teaching in collaboration with special education teachers.

- Support students in transition from one inclusive setting to another.

Required Materials

Texts

- Salend, S.J. (2011). *Creating inclusive classrooms* (7th ed.). Upper Saddle River, N.J.: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

Web-based Readings

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.

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JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the [JIU Browser Checker](#), a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

	Minimum:	Recommended:
Operating System	• Windows XP or Mac OSX	
RAM	• 256 MB of RAM	• 1 GB of RAM or above
Storage		• 4 GB or better
Monitor	• 15" VGA • High color (16 bit) • 1024 X 768 Resolution	• 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher

Internet Connection	• 56K Modem	• Broadband
Browser **(only 1 needed)***	• [Internet Explorer 6.0 or newer](#) (PC) • [Firefox](#) (PC and Mac) • [Safari](#) (Mac)	
Software	• [Microsoft Office 2000 or newer](#)	
Plugins	• [Ebrary Reader](#) • [Adobe Acrobat Reader](#) • [Macromedia Flash Player](#)	
Peripherals	• CD-ROM • Sound Card • Printer	
Browser Settings	• [Cookies must be allowed in your browser](#)	

*Note: The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.

Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)

- Course access (login problems, course not available)

- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951

- International Calls: +1.416.494.6622

- Online Help

Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the Office of Disabilities Services at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.

Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the "census date." The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor's evaluation of the student's level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the [JIU Student Handbook](#) for details.

Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU "Academic Code of Conduct" (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.

Total Professional Advantage 2.0®

JIU's institutional learning objectives require all JIU students to "design a personal and professional development strategy to formulate a pathway leading to future success."

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three "deliverables": a résumé, a career goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your "My Courses" page.

Course Structure

This course consists of the eight modules outlined below:

Module 1: Inclusion and Special Education Laws

This module will focus on inclusion as a philosophy for educating exceptional students in general education settings. You will become familiar with the laws that govern inclusive education to help you develop your own philosophy on how to accommodate students with diverse needs and create an environment that fosters success for all learners.

Module 2: Students with Diverse Educational Needs

In this module, you will learn how the special education identification process works, and how IEPs are developed and implemented in general education settings.

Module 3: Students Who Challenge the Educational System

This module will provide you with the knowledge, skills, and dispositions to understand how economic changes and demographic shifts have affected students and schools.

Module 4: Creating Collaborative Relationships

This module will provide you with the knowledge, skills, and dispositions to be an effective member of a comprehensive planning team through effective collaboration and communication strategies.

Module 5: Differentiating Instruction

This module will provide ideas for differentiating instruction to make modifications/accommodations to address the needs of this diverse population to ensure learning for all students.

Module 6: Differentiating Instruction in Literacy and the Content Areas

In this module, you will learn how to differentiate instruction in literacy, math, science, and social studies so it is tailored to your students' needs while helping them meet their local or statewide learning standards. You will also explore strategies to enhance learning, motivation, and social development across any academic discipline to promote effective learning for all students.

Module 7: Differentiating Evaluation Procedures

This module will provide a variety of strategies for evaluating student progress in general, modifying the evaluation methods used to assess student progress, developing differentiated assessment practices, and using alternative grading practices.

Module 8: Putting It All Together

This module will provide you with ideas for making transitions more successful for students as they move to new settings.

Assignments Overview

Course Project

After studying different exceptionalities that may exist in the classroom, students will develop an analysis of a classroom environment that includes a variety of students with exceptional needs and will learn how to create an inclusive classroom for these students. This can be in a classroom in which they are already teaching or the classroom of a general education or special education teacher with whom they will collaborate throughout the course.

Forum Discussions

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

- Clearly demonstrates introspection and synthesis of ideas

- Clearly demonstrates relevance to readings and class discussions

- Clearly demonstrates a deep understanding of course content

- Clearly and persuasively expresses opinions

- Uses professional language

- Uses proper grammar and punctuation

- Adheres to JIU Netiquette Rules

- Posts often throughout the week period

- Engages participants in dialogue

- Clearly offers insightful comments or questions that build on comments from peers

- Advances the discussion in a meaningful and significant way

- Responds to all questions

- Is graceful, polite, and professional when disagreeing with a peer

- Clearly demonstrates mature critical thinking

- Clearly makes arguments that are relevant, focused, logical, and well supported

- Cites relevant resources (readings, module content, and personal experience) with appropriate detail

- Clearly provides concrete examples from own experience to support opinions

TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work's original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its "Originality Checking" software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student's citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student's responsibility to make certain s/he has properly cited others' works.

- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU's courses.

- Your instructor will provide details on how to access TurnItIn.com.

Course at a Glance

Module 1: Inclusion and Special Education Laws

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 1

- Review the *National Center on Response to Intervention* site. (Web)

Assignments

- Assignment 1.1: What Have You Learned?   25

- Assignment 1.2: Forum Discussion — Impact of Inclusion   25

- Assignment 1.3: Project Component #1 —Philosophy of Inclusion   50

Module 2: Students with Diverse Educational Needs

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 2

- Review the companion website for *Creating Inclusive Classrooms*, Set Your Sites. This includes a list of resources for many different types of illnesses and disabilities.

Assignments

- Assignment 2.1: Forum Discussion — Planning for Special Needs   25

- Assignment 2.2: Project Component #2 - The Process for Identifying Exceptional Students   50

Module 3: Students Who Challenge the Educational System

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 3

- Kea, C., Campbell-Whatley, G.D., & Richards, H. (2004). *Becoming culturally responsive educators: Rethinking teacher education pedagogy*. (Web)

- Strauss, V. (2008). *No crisis for boys in schools, study says*. Washingonpost.com. (Web)

- *Gender equity in science education*. (2005). West Virginia University. (Web)

- Gilchrist, H., Howarth, G., & Sullivan, G. (2008). *School's out: Homosexuality, bullying and suicide*. AARE. (Web)

- *Interview with Mary Phiper, author of Reviving Ophelia: Saving the selves of adolescent girls*. (1998). MEF. (Web)

- *Education for homeless youth*. (2008). Pennsylvania DOE. (Web)

- Schwartz, W. (1995). *School programs and practices for homeless students*. ERIC Clearinghouse. (Web)

Assignments

- Assignment 3.1: Forum Discussion — Diversity Issues   25

- Assignment 3.2: Project Component #3 — Students Who Challenge the Educational System   50

Module 4: Creating Collaborative Relationships

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 4

Assignments

- Assignment 4.1: Forum Discussion — Collaboration Situations   25

- Assignment 4.2: Analysis of a Team Meeting   25

- Assignment 4.3: Project Component #4 — Planning for Co-Teaching   50

Module 5: Differentiating Instruction

Required Readings

- *Creating Inclusive Classrooms* (text), chapters 8 & 9

Assignments

- Assignment 5.1: Forum Discussion — Differentiating Instruction for a Diverse Classroom   25

- Assignment 5.2: Project Component #5 — Differentiating Instruction for Your Case Study   50

Module 6: Differentiating Instruction in Literacy and the Content Areas

Required Readings

- *Creating Inclusive Classrooms* (text), chapters 10 and 11

Assignments

- Assignment 6.1: Forum Discussion — Post Organizer   25

- Assignment 6.2: Video of Differentiated Instruction   50

- Assignment 6.3: Project Component #6 — Differentiating Instruction in Literacy and the   50

  Content Areas

Module 7: Differentiating Evaluation Procedures

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 12

Assignments

- Assignment 7.1: Forum Discussion: Issues About Testing and Grading   25

- Assignment 7.2: Project Component #7 — Modification of Evaluation Procedures   50

Module 8: Putting It All Together

Required Readings

- *Creating Inclusive Classrooms* (text), Chapter 6

Assignments

- Assignment 8.1: Forum Discussion — What is your role?   25

- Assignment 8.2: Submission of Your Project   350

Total Points Possible   1,000

Grading

Final grades for the course will be assigned based on the scale below:

Final Grade	Total Points Earned
A	900 - 1,000
B	800 - 899
C	700 - 799
U	Less than 700

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.

EDU524: Exceptional Needs in Inclusive Classrooms

Home > Resources

Resources

- **General**
- **Course-Specific**

Course-Specific Resources

To access web resources for a specific module, click on the module number below. To access the Glossary, click on Glossary below. Similarly, click on Bibliography to access the Bibliography for this course.

Module 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Glossary

Module 1

A Guide to the Individualized Education Program

This site provides guidance on implementing requirements for the IEPs.

FAPE

Section 504 of the Rehabilitation Act of 1973 includes the Free and Appropriate Public Education for students with disabilities.

IDEA 2004

The U.S. Department of Education's IDEA website

Inclusion

Disability, Literacy, & Inclusive Education for Young Children.

Module 2

Response to Intervention: Guidelines for Parent and Practitioners

From WrightsLaw.com, this site offers a detailed explanation of RTI.

Module 3

No additional resources for this module

Module 4

[Ten Realistic Ways to Build Collaboration in IEP meetings.](#)

University of Delaware's Conflict Resolution Program

Module 5

[Differentiated Instruction](#)

An article from the Universal Design for Learning website

[Differentiation of Instruction in the Elementary Grades](#)

An article specific to differentiation for elementary students

[Enhance Learning with Technology](#)

A few strategies for differentiating instruction

Module 6

[Differentiated Classroom Structures for Literacy Instruction](#)

Differentiation when teaching literacy

[Differentiated Instruction for Math](#)

Differentiation when teaching math

Module 7

[National Center for Learning Disabilities](#)

This site has several links to more information on high-stakes testing and students with learning disabilities.

[Designing from the Ground Floor: Alternate Assessment on Alternate Achievement Standards](#)

OSEP Ideas that Work website, with strategies "for selecting reading and mathematics grade-level constructs to include in an alternate assessment"

Module 8

One school district's description of transition planning for exceptional students

New Report Focuses on Helping Disabled Students Succeed in College

From the American Council on Education, this is a brief overview of the complete report.

Bibliography

Banks, J. A., & Banks, C.A. (2001). *Multicultural education: Issues and perspectives* (4th ed.). Boston, MA: Allyn & Bacon.

Friend, M. (2006). *Special education: Contemporary perspectives for school professionals.* Boston, MA: Person Education, Inc.

Huck, N., Myers, R., Sams, S., & Wilson, J. (2001). *ADAPT: All children learning.* Pittsburgh, PA: Allegheny Intermediate Unit.

National Council of Teachers of Mathematics. (2007). *Curriculum focal points for prekindergarten through grade eight mathematics: A quest for coherence.* Retrieved July 8, 2008.

Taylor, R.L. Smiley, L.R., & Stephens, B.R. (2009). *Exceptional students: Preparing teachers for the 21st century.* New York: McGraw Hill.