Planning for the Inclusive Classroom:
Developing Successful Frameworks
Online Syllabus

Course Description

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed.

Course Prerequisites

Educators enrolled in the course are required to hold a baccalaureate degree.
No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Text Books/Supplemental Reading

There is not a required textbook for this class. However, refer to the reading assignments and additional materials within each milestone.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To describe the role and responsibilities of special and general educators in providing special education and related services to students educated in inclusive classrooms (InTASC 3, 4, 7, 9; CEC 1, 9, 10; NBPTS 1, 5)
2. To describe processes of creating an effective inclusive classroom (InTASC 2, 3, 5, 7; CEC 1, 5, 10; NBPTS 1,4)
3. To describe strategies special and general educators can use to work together in providing special education and related services to students in inclusive classrooms (InTASC 7,9; CEC 5, 9, 10; NBPTS 4, 5)

4. To identify instructional and assessment accommodations and modifications special and general educators can provide to students educated in inclusive classrooms (InTASC 1, 2, 3, 4, 8; CEC 4, 7; NBPTS 2, 3)
5. To adapt current teaching methods and implement new practices that ensure understanding by every student, including those with special needs (InTASC 1, 2, 3, 4, 7; CEC 2, 3, 7; NBPTS 1, 2, 4)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Demonstrate an understanding of the legal regulations and procedures ensuring students with special needs receive appropriate educational opportunities.
    - 1.1 Describe the key concepts and terms related to educating students with special needs in inclusive classrooms.
    - 1.2 Identify the educational options available and procedures for serving students with special needs.
    - 1.3 Describe the purposes of an IEP and 504 Plan.
    - 1.4 Describe the legal responsibilities of a general education teacher in the implementation of the IEP and/or 504 Plan.
    - 1.5 Explore options for monitoring educational goals/objectives of students with disabilities.
2. Demonstrate an understanding of the elements of the inclusive classroom.
    - 2.1 Describe changes in federal legislation regarding inclusive classrooms.
    - 2.2 Describe the characteristics of effective inclusive programs.
    - 2.3 Identify the benefits and challenges of an inclusive classroom.
    - 2.4 Determine classroom expectations to create a learning environment accommodating students with special needs.
    - 2.5 Identify principles of classroom participation and positive interactions between students with and without disabilities.
3. Demonstrate an understanding of inclusive classroom collaboration.
    - 3.1 Determine the situational demands of the classroom environment.
    - 3.2 Identify capabilities of students.
    - 3.3 Determine support structure required to establish and maintain educational progress and remediation.
    - 3.4 Identify collaborative classroom frameworks.
4. Demonstrate an understanding of inclusive classroom relationships.
    - 4.1 Identify inclusive classroom support personnel.
    - 4.2 Determine beliefs and values conducive to an inclusive environment.
    - 4.3 Determine characteristics of an effective collaborator.
    - 4.4 Identify collaborator roles and responsibilities.
    - 4.5 Identify procedures to resolve collaboration conflicts.

5. Demonstrate an understanding of the modifications and adaptions of instruction to meet individual student needs.
   - 5.1 Explore elements of Universal Design for Learning (UDL).
   - 5.2 Modify classroom expectations and instruction to meet diverse learner needs.
   - 5.3 Evaluate technology tools and applications to enhance classroom instruction.
   - 5.4 Adapt assessments to meet individual student needs.
6. Demonstrate an understanding of the detection and correction process of behavior management in an inclusive classroom setting.
   - 6.1 Identify general principles of student behaviors.
   - 6.2 Evaluate environmental arrangements.
   - 6.3 Select strategies for appropriate behavior detection and correction.
   - 6.4 Develop a plan for increasing and reducing behaviors.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Compliance with Council for Exceptional Children (CEC) Standards

As the recognized leader for special education professional standards, the Council for Exceptional Children continues to develop standards, ethics and practices, and guidelines to assure that individuals with exceptionalities have well-prepared, career-oriented special educators. These standards include: (1) foundations, (2) development and characteristics of learners, (3) individual learning differences, (4) instructional strategies, (5) learning environments and social interactions, (6) language, (7) instructional planning, (8) assessment, (9) professional and ethical practice, and (10) collaboration.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; goes above and beyond requirements; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first class session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.