

Montclair State University
Department of Secondary and Special Education- Spring 2016

SASE 517-01 Inclusive Classrooms Secondary
1 Credit Hybrid Module

Thursdays, 8:15pm-9: 50pm, University Hall 3050 & Online

Adjunct Instructor: Cyrene Crooms

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Office hours: By appointment. Online and face-to-face meeting times are available

Course Description & Rationale:

This course presents the central issues in the inclusion of students with disabilities in U.S. middle and secondary schools. It focuses on best practices for providing access to the general education curriculum for students with disabilities in inclusion settings. In addition, students explore the legal, professional, and contextual influences on the implementation of inclusion. This course is taught face-to-face with a HYBRID component.

Course Objectives

Upon completion of this course students will be able to:

- a. *Have a concise and clear view on how to successfully implement adaptations and modifications for students with disabilities*
- b. *Decipher an IEP and the significance it has within your content area*
- c. *Understand Inclusion and the Law*
- d. *Understand and develop awareness for students with disabilities and the challenges that affect them*
- e. *Develop adaptations and modifications with a clear rationale for students with disabilities within a given lesson plan*
- f. *Have a knowledgeable understanding for the role of the teacher in the Inclusion Setting*
- g. *Implement strategies and modifications according to the state mandates and aligned to student's IEP*
- h. *Have access to agencies where, if needed, they can refer their students with disabilities if they have not already done so these agencies include The NJ Commissioner for the Blind, Vocational and Rehabilitative Services which are required for Transitioning in to post-secondary settings*

Required Textbook:

Valle, J. W., & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. McGraw-Hill.

Course Requirements/Structure

Classes will begin on Thursday, March 17, 2016. This course is taught through virtual lessons, classroom practices and realistic implementation of strategies to accommodate Inclusion students. It is expected that all assignment deadlines will be met. Your input and participation on CANVAS are mandatory. You will be required to reflect upon and react to the material from the text as well as various websites and articles. It is imperative that you log onto CANVAS regularly to keep up with current class information.

Attendance and Participation:

This module requires you to learn a great deal of content in a very short time. It is imperative that you are present and prepared to engage in course discussions and activities during every class session. Due to the length of this course, absences should be reserved for emergencies.

In the case of an emergency and you must miss a class, please email me as soon as possible.

Course Readings:

Please be sure to read all assigned course readings **before** the start of class or an online discussion. Evidence of course readings will be assessed through your participation and class assignments

Course grades: Evaluation of your performance in this course is based on a point system. Each assignment has been given a point value. It is possible for you to earn a total of 100 points for this course. This system allows you to monitor your performance as the semester progresses.

1. *Regular online participation via CANVAS forums*
2. *Submission of answers to Discussion Board questions, Journals*
3. *Research Paper Submission on a Specific Disability from The CEC (Council for Exceptional Children)*
4. *Final Lesson Plan with accommodations for a student with a disability. (I will distribute lesson plan template at our first meeting if you are new or you may use the same lesson plan from 516)*

CURR 517	
2 CANVAS Discussion Questions (10 pts. Each)	20 pts.
1 Group Lesson Planning Class Session	10 pts.
2 Reflection Journal Entries	10 pts.
Disability Research Paper	25 pts.
Final Lesson Plan with Accommodations for Students with Disabilities	35 pts.
TOTAL POINTS	100 Points

Course Requirements/Explanation of points and required papers:

A. CANVAS Discussion Board Entries (open for all to read)

- *CANVAS entries need to be answered by the designated deadline as delineated in the syllabus*
- *A solid answer consists of 2-3 paragraphs depending on the question*
- *Knowledge should reflect theoretical implementation of strategies, chapter comprehension, and research of literacy rates in foreign countries*
- *A reply to one or more student's responses in the class is expected for each discussion forum*

Canvas Assignments:

I have designed your course assignments to aid us in learning from one another. Therefore, it is important that all course assignments are in on time. Failure to complete your assignments will detract from the learning for the rest of the class.

Please submit your assignments to me through Canvas by the due dates outlined in the syllabus. The due dates will also be posted in Canvas. Feel free to email me with questions or concerns regarding course assignments before the assignment is due. **Due to the length of the module, late assignments cannot be accepted!**

Canvas Expectations and Etiquette:

You will be expected to check Canvas on a weekly basis. Assignments will be posted on Canvas at the beginning of the week. Typically, you will be expected to post your response and respond to two other classmates by Wednesday. **To ensure that we all get to hear from the whole class, please try to upload your initial post**

by Monday evenings. Uploading your initial response by Monday evening should provide the class with ample time to have a rich dialogue on Canvas.

Canvas is an online learning community. Please be sure to govern yourself like you would in a face-to-face class. When posting, please write in complete sentences and communicate your thoughts clearly. Please refrain from the use of any language that may be deemed inappropriate in a university-based learning environment.

B. Journals (private between teacher and student)

- *Need to be answered in a timely fashion in order to gain maximum points*
- *Late journals will not be accepted*
- *A well thought out, honest reflection about the article, chapter, CANVAS entries or website.*
- *A solid answer consists of approximately 1-2 paragraphs depending on the question*
- *Go to CANVAS/Assignments Tools-Journals to access Journal Reflection Assignments*

C. Disability Report: (25 pts.)

- You will be asked to select a disability to research. This will enable you to know what to expect when students with those particular disabilities are placed in your classrooms. Please include a works cited page. **The report should be 3 pages minimum and 5 pages maximum.**
- **Your report should present the following information: Follow this Format for Disability Report:**
 - *Name of the disability and a description of the characteristics (physical, cognitive, emotional)*
 - *What are the behaviors relevant to that specific disability?*
 - *What are the educational impediments within the development of that specific disability?*
 - *How would you modify or accommodate a student with this specific disability in your classes?*
 - *Your personal reflection-Have you ever dealt with an individual with this disability? What democratic practices would you use to make this individual feel welcomed in your classes? How are your modifications and accommodations reflective of inclusive practices according Valle & Connor?*

D. Final Lesson Plan With Accommodations (35 pts.)

- *You will be submit a middle school/secondary lesson plan in your content discipline*
- *Based on the disability you have been assigned you will revamp the lesson plan to demonstrate knowledge of best Inclusion practices*
- *Using that lesson plan you will address specific accommodations for use in your classroom*
- *There will be a rubric attached, an explanation of the rubric, the format and the plan.*
- *You must provide rationale as to why you are modifying and accommodating your lesson plan*
- *Please give specific explanation as to why you are incorporating accommodations/modifications in the lesson plan assignment*
- *Your answers must be specific and detailed. Do not give vague answers for example, if you say that you are going to use a Word Wall I want to see the specific words that you are using. If you are using the FRAYER model I want to see the model with the word in it.*
- *The hybrid component of this course makes it accessible for everyone in the class to see collaboratively every disability and the accommodations /modification that your colleagues are making to include students with disabilities in their classroom*

Outline for Final Lesson Plan Submission:

- A. Overview of students with Disabilities*
- B. Strengths and Needs of Students with Disabilities*
- C. Accommodations in the Learning materials for students with disabilities*
- D. Adaptations of assessment*
- E. Democratic Practices*
- F .Self-Assessment*

Technology Use:

Please refrain from using cell phones, social media, and other forms of technology in class if it is not for class-related purposes. If you must take a phone call or text, exit the classroom and return as promptly as you can.

University Accommodations and Services:

Disability Resource Center

Montclair State University is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need accommodations to

fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations must be approved through the DRC (Webster Hall, Room 100, (973) 655-5431).

Center for Writing Excellence

The Center for Writing Excellence is available to all university students, faculty, staff, and alumni who are committed to developing and improving as writers. This is an excellent service to help you develop your writing for this course and others throughout your time at Montclair State. To schedule an appointment, visit <http://www.montclair.edu/center-for-writing-excellence/appointments/>. Online and Face-to-face meetings are available. The Center for Writing Excellence is located in Bohn Hall.

TOPICS, READINGS AND DEADLINES Spring 2016 (subject to change)

Week	Topic	Readings	Class Activities and Assignment
Week 1 3/17/16 Face-to-face	-Course Overview -Rethinking Disability	-Valle & Connor Chapters 1 and 2	Bring required text to class. Read Chapters 1 and 2 before class!
Week 2 3/24/16 Face-to-face	-Examining our beliefs about disability -Introduction to Special education classifications	-Valle & Connor Chapters 3 and 4 -NJ State Classifications	-Journal #1 Due on 3/30/16
Week 3 3/31/16-4/6/16 Online	-The IEP Process	-The Comprehensive Guide to Education Law (Chapter 8) -Smart IEPs	-Canvas Discussion #1 (Initial post due on 4/4/16 and response due on 4/6/16)
Week 4 4/7/16 Face-to-face	Selecting Approaches and Tools for Inclusive Teaching	-Valle & Connor Chapters 5 and 9	Group Lesson Planning -Journal #2 Due on 4/13/16
Week 5 4/14/16-4/20/16 Online	Creating a Dynamic Classroom Culture	-Valle & Connor Chapter 6	Disability Reports Due on 4/20/16
Week 6 4/21/16-4/27/16 Online	Assessing Student Knowledge and Skills in the Inclusive Classroom	-Valle & Connor Chapter 7	Continue working on Adapted Lesson Plan
Week 7 4/28/16-5/4/15 Online	Co-Teaching Models and Promoting Inclusive Practices and Beliefs	-Valle & Connor Chapter 8 and 10	-Canvas Discussion #2 (Initial post due on 5/2/16 and response due on 5/4/16)
Week 8 Final Assignment 5/6/16			-Submission of Final Lesson Plan on Canvas Due (5/6/16)