



# FORT HAYS STATE UNIVERSITY

## ADVANCED EDUCATION PROGRAMS

*Forward thinking. World ready.*

### **AEP 677 The Inclusive Classroom**

Fort Hays State University  
College of Education  
Education Programs Department

*This course is offered through the Bachelor's Degree in General Studies. Fort Hays State University is accredited by the Higher Learning Commission (HLC).*

#### **1. Course Information**

Course ID and Title	AEP 677 The Inclusive Classroom
Credit Hours	3 Undergraduate credit hours
Semester and Year	TBD
Prerequisites	Enrolled in Bachelor's of General Studies
Course Type/Location	Online

#### **2. Instructor Information**

Name	Dr. Brian Clark (Primary) / Dr. Elden Daniel (Alternate)
Title	Associate Professor
Office Hours	Online as needed
Email Address	<a href="mailto:bclark@cbet.edu">bclark@cbet.edu</a> / <a href="mailto:drdaniel@gojade.org">drdaniel@gojade.org</a>
Phone Number	719-480-2089 (Office)

#### **Contact Procedure and Policy**

I am available via email. Please identify the course you are in in the subject line. I will attempt to reply to your email within 24 hours.

#### **3. Course Materials**

### **Required Texts**

The Inclusive Classroom: Strategies for Effective Differentiated Instruction, (e-text) Mastropieri, Margo A. 6th Edition Pearson Education 330 Hudson Street, NY, NY 10013

### **Other Required Readings**

APA: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) (This site is highly searchable and includes samples)

### **Technology Requirements**

The following are the minimum requirements for accessing and successfully completing this course. For any technology related questions, you may contact Tiger Tech at (785) 628-3478.

Internet access via Google Chrome browser and the exclusive use of your FHSU student Gmail account. The following are the minimum technical requirements:

- High-speed bandwidth Internet access
- Ethernet connection for video transmission
- Extras not a part of laptop or desktop computing system
  - Webcam
  - External speakers or headphones
  - External microphone

### **Application Registrations**

The course is delivered online with interaction through **Moodle Learning Management System (LMS)**. To insure that candidates receive the essential interaction with the instructor and multiple opportunities to dialogue with fellow candidates, students are encouraged to have an audio/video web-based program available (for example; Google Chat, Hangouts, or Skype) and a webcam in order to enhance the online instruction.

- Google Sites/Google Community/Docs/Email
- Chat (Google messaging)
- Hangouts Plug-in: [Install this Plugin for Hangouts](#)

## **4. Course Description**

This course is designed to help instructors meet the goal of having an inclusive classroom. Although all students are unique, there are categories of students that require special effort and focus by the teacher to

include them. Federal laws have identified and labeled specific categories of students who are to receive specific accommodations and types of instruction. There additional categories identified at the state government level and some district levels that instructors are required to recognize and accommodate. These considerations are important for the students' educational experience but they are also important for the teacher to comply because the requirements carry the weight of law. In addition, this course provides guidance in ways to promote an inclusive classroom atmosphere and to help students develop skills in studying and test taking.

## 5. Course Objectives

1. Define mainstreaming and inclusion.
2. Examine main points of Legal Issues: Individuals with Disabilities Education Act (IDEA), Section 504, Americans with Disabilities Act, No Child Left Behind Act (NCLB) OF 2001 And Every Student Succeeds Act (ESSA) OF 2015.
3. Describe what constitutes a continuum of services and the practice of full inclusion.
4. Explore the processes of consultation between special and general educators and collaborating with paraprofessionals.
5. Learn factors and procedures for teaching students with higher-incident disabilities (speech or language impairments, learning disabilities, intellectual disabilities, emotional disturbance, and Attention Deficit Hyperactivity Disorder (ADHD)).
6. Teaching students with autism and lower-incidence disabilities including (physical disabilities, other health impairments, severe and multiple disabilities, visual impairments, and hearing impairments including deafness).
7. Teaching students with other special learning needs (gifted, creative, and talented, students who are culturally and linguistically diverse and students at risk).
8. Explore promoting inclusion with classroom peers.
9. Develop ways to help students improve their attention and memory.
10. Teaching students study and test taking skills.

## 6. Course Requirements

After successfully completing the online JROTC MyLab course and receiving a completion certificate for passing the course, proceed to the Culminating Writing Assignment and complete the assignment. Follow the directions for submitting the writing assignment to be graded.

The Modules in the course are designed to support the writing assignment. Content of the Modules includes: identification of the location of relevant content in the text, relevant articles, YouTube presentations and images. There may be some repetition and some material may not be appropriate for high school students but the concepts presented are valuable. Also, some of the content may be useful for presentation directly to students. My goal in providing this content is to set you up for success in the writing assignment.

## 7. Course Structure/Explanation of Points

**Product One:** Evidence of completing the lessons is the submission of a screenshot printing of your online EXAM Score or the certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Option One: Evidence of completing the lessons is the submission of either the certificate of completion or a screenshot print of your online EXAM Score. This score is strictly a pass option with scores of 70% or higher required. Exam must be retaken for any score below 70%. and can be retaken until 70% or greater is achieved.

Option Two: If you do not have access to the DOD online course, you can meet the requirements of evidence of successful completion by creating an account and take the final exam for the course. Once you finish you will be able to download a certificate. Use the Non-DOD Civilian option in the dropdown on page 5 when you get there. <https://www.leadershipcredit.info/wp-content/uploads/2020/09/RTG-JROTC-Login-Instructions.pdf>

**Product Two:** Up to 75 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

**Product Three:** Up to 1600 points are available for your major student writing assignment. Final grade will be determined as a percentage of points earned calculated on total possible points.

## 8. Modules

### **Module 1: The Least Restrictive Environment**

Mainstreaming and Inclusion

Relevant Laws

Continuum of Services and the Practice of Full Inclusion

The Intervention Process

### **Module 2: Teaching Students with Higher-Incidence Disabilities**

Speech or Language Impairments

Learning Disabilities

Intellectual Disabilities

Emotional Disturbance

Attention Deficit Hyperactivity Disorder (ADHD)

### **Module 3: Teaching Students with Autism and Lower-Incidence Disabilities**

Autism

Physical Disabilities and Other Health Impairments

Severe and Multiple Disabilities

Visual Impairments

Hearing Impairments Including Deafness

### **Module 4: Teaching Students with Other Special Learning Needs**

Gifted, Creative, and Talented

Students Who Are Culturally and Linguistically Diverse

Students at Risk

## Module 5: Promoting Inclusion with Classroom Peers

Acceptance Peer-Supported Social

Peer Assistance

Peer Tutoring

Cooperative Learning

## Module 6: Improving Attention and Memory

Attention

Memory

## Module 7: Teaching Study Skills

Tools for Developing Independent Learners

Research and Reference Skills

Teach Test-Taking Skills

## 9. Mission Statements

### *Fort Hays State University Mission Statement*

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

### *College of Education Mission Statement*

Education professionals prepared in the College of Education at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

### *Advanced Education Program Department Mission Statement*

The mission of the Advanced Education Department is to prepare 21<sup>st</sup> century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.

## 10. Course Expectations and Learning Outcomes

**PROFESSIONAL STANDARDS:** Preparing effective educational leaders is an increasingly important mission for colleges of education around the country. To meet the growing need for highly qualified educational leaders, [ISTE](#) has developed a set of performance assessment standards for initial and advanced endorsements.

Course Learning Outcome	ISTE Standard (Appendix B)	Shared Values/Beliefs (see Appendix A)
1. Educators will seek out and develop/design opportunities for leadership by promoting a shared vision for empowered learning	ISTE E. 2.1	TPACK 1, 4 TCK, 1 CK 1, 2 PCK 1, 2, 3, 4

		PK 1 TPK 1
2. Educators dedicate time to collaborate with colleagues and students to create authentic learning experiences, discover and use digital resources and collaborative tools for authentic, real-world learning experiences.	ISTE E. 4.1	TK 1
3. Educators demonstrate cultural competency in communication	ISTE E. 4.2	PK 2
4. Educators will design authentic, learner-driven activities and environments that recognize & accommodate learner variability by using technology to personalize learning	ISTE E. 5.1	PK 2
5. Educators will design authentic learning activities based on standards	ISTE E. 5.2	PK 2
6. Educators will use appropriate digital tools to maximize deep learning and explore and apply instructional design principles that engage and support learning	ISTE E. 5.3	PK 2
7. Educators facilitate learning with technology to foster a culture where students take ownership of their learning goals and outcomes	ISTE E. 6.1	CK 2
8. Educators manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces	ISTE E. 6.2	TPACK 2, 3, 4 TCK 1 PCK 3
9. Educators create learning opportunities to challenge students to use appropriate design processes and computational thinking to solve problems, and model and nurture creativity	ISTE E. 6.3	PCK 2 PK 1 TPK 1
10. Educators analyze and use data to drive their instruction by providing alternative ways for students to demonstrate competency using technology	ISTE E. 7.1	TPACK 1 PCK 1

		PCK 4
11. Educators use technology to design and implement a variety of formative and summative assessments to inform instruction	ISTE E 7.2	TPACK 3

### ***Definition of Dispositions***

Professional attitudes, values, and beliefs are demonstrated through verbal and non-verbal behaviors as candidates interact with faculty and colleagues in the program. These behaviors support learning and development. A dispositional *assessment* is a measure of non-academic dispositions that serve as indicators of candidate success in their educational program and beyond to their career pathway. A dispositional assessment is completed by the candidate and by a course faculty/instructor and/or advisor at a minimum of two times in the candidate’s educational process: early in the program, later in the program - as determined by individual programs.

### ***Dispositional Indicators***

The Fort Hays State University Advanced Education Programs Department is committed to preparing advanced candidates to possess the dispositions - attitudes, values and beliefs - of professionals in their chosen field, which include:

- The candidate communicates clearly, effectively, and positively.
  - Verbal and non-verbal communication skills convey respect, confidence, and enthusiasm.
  - Written communication is respectful, clear, and reflects the appropriate level of formality for the situation.
  - Responses (verbal/written, to faculty/colleagues) convey attentiveness, thought, and respect.
  - Requests/queries (verbal/written, to faculty/colleagues) convey self-reflection, advocacy, and respect.
- The candidate works well with others.
  - Collaborative relationships are successfully navigated.
  - Collaborative relationships are purposefully developed to solve problems of practice.
- The candidate demonstrates a commitment to personal learning and professional growth.
  - Learning is viewed as a lifelong endeavor.
  - Professionalism is fundamental to lifelong success.

### ***Definition of Diversity***

Diversity is a term that refers to an inclusive community with varied characteristics, ideas, perspectives, and worldviews, and whose interactions both benefit and challenge each other to grow in an ever-changing global society. Addressing diversity involves understanding individual differences, raising awareness of bias, and guiding and engaging in practices that foster mutual respect and acceptance of all groups.

Characteristics of diversity include (but are not limited to) age, cognitive style, culture, disability (intellectual, emotional, behavioral, learning, physical), economic background, education, ethnicity, gender identity, migrant status, geographic background, language(s), marital/partnered status, physical appearance, political affiliation, race, religious belief, sexual orientation, or veteran status.

## ***Diversity Indicators***

The FHSU College of Education is committed to valuing diversity and continuously monitoring, reflecting, and improving all policy, programs, procedures and relationships that further such values. The commitment of the FHSU College of Education to diversity specifically includes:

- Fostering a culture of respect, sensitivity, and interdependence among all stakeholders (students/candidates, administrators, faculty, staff, partnerships, and communities) connected to the College of Education.
- Recruiting and supporting students/candidates with a diverse set of characteristics.
- Recruiting and supporting faculty with a diverse set of backgrounds and experiences.
- Providing quality learning experiences in all our programs that result in deep understanding, sensitivity and professional practices that address diverse learners.
- Providing clinical and field experiences for our students/candidates in diverse settings that provide the opportunities to expand professional knowledge and skills that benefit all students/candidates and communities.
- Monitoring disaggregated evidence of academic quality and student progress, providing support for students/candidates who need it.
- Enabling a quality assurance system that continually reviews and improves policies and procedures to achieve our commitment to diverse learners.
- Applying principles of Universal Design for Learning by 1) presenting instruction in multiple formats; 2) continually developing new ways to engage the interests of our teacher candidates; and 3) providing a variety of forms of assessment for our students/candidates to express what they know and understand.

### **11. Course Schedule**

The course is self-paced over a 16-week period. It is the responsibility of the student to appropriately manage their time to ensure the completion of all required assignments. If the student requires assistance regarding the schedule, they must contact their instructor immediately. Students will be notified of any changes to the schedule in Course Announcements on the learning management system.

### **12. Assignments/Assessments and Course Grading**

Final grades for this course are calculated based on the scale assigned by the Education Programs Department as presented below:

<b>Final Grade</b>	<b>Points Earned</b>	<b>Percentage</b>	<b>Description</b>
A	1186-1275	93% - 100%	Exemplary
B	1084-1185	85% - 92.99%	Acceptable
C	969-1083	76% - 84.99%	Developing
D	854-968	67% - 75.99%	Minimal, Not Passing
U	0-853	66.99% and below	Unacceptable



I	-	-	Incomplete
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### Course Assignments/Assessments

Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

The Modules in the course are designed to support the writing assignment. Content of the Modules includes: identification of the location of relevant content in the text, relevant articles, youtube presentations and images. There may be some repetition and some material may not be appropriate for high school students but the concepts presented are valuable. Also, some of the content may be useful for presentation directly to students. My goal in providing this content is to set you up for success in the writing assignment.

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion/summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. (Your paper’s combined responses should be between a minimum of ten to twelve pages in length.) Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!

Submit writing assignment as a Word document with one title page and one reference page and each of the parts included.

Part 1: Describe the features of each of these laws and how they will be significant to you as an instructor in your classroom: Individuals with Disabilities Education Act (IDEA), Section 504, Americans with Disabilities Act, No Child Left Behind Act (NCLB) OF 2001 And Every Student Succeeds Act (ESSA) OF 2015. What is meant by providing accommodations for students? (300 points)

Part 2: Define each of these disabilities Speech or Language Impairments, Learning Disabilities, Intellectual Disabilities, Emotional Disturbance and Attention Deficit Hyperactivity Disorder (ADHD). Describe a personal experience as an instructor in serving a student with one of these disabilities. (300 points)

Part 3: (a) Discuss the characteristic of the Autism Spectrum. What can you do as an instructor to help autistic students? (b) What accommodations can you provide for students with visual or hearing impairments? (300 points)

Part 4: (a) Describe a gifted/talented student. Describe a personal experience as an instructor with a gifted student. (b) What are some strategies for including students who are culturally and linguistically diverse? (250 points)

Part 5: How would structure peer tutoring in your classroom. If you have been doing it, how did it work? What does cooperative learning look like? What kind of situations are good opportunities for cooperative learning? (250 points)

Part 6: (a) What can you do to help students learn to pay attention? Name some tools to improve memory. (100 points)

Part 7: What are some test-taking skills that you can teach your students? What is the value for the students and the instructor in teaching these skills? (100 points)

Return your student assignment and a copy of your online completion certificate by email to:

Email submission: drdaniel@gojade.org

Dr. Elden Daniel Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format.

### 13. Student Help Resources

Students have access to academic services, technical support and student services at Fort Hays State University. For more information you can contact Tiger Tech at 785-628-3478 or <https://www.fhsu.edu/tigertech/>

### 14. Course Policies

In order for you to be successful in this course, it is imperative that you prioritize your workload and utilize well developed time management skills. As an educator, you are the leader of many. You must meet deadlines just as you would expect your students to. Any unforeseen circumstances that prevent you from meeting expectations should be brought to the attention of your instructor.

### 15. University Policies

#### Academic Honesty

[https://www.fhsu.edu/academic/provost/handbook/ch\\_2\\_academic\\_honesty/](https://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/)

#### Attendance

[https://www.fhsu.edu/academic/provost/handbook/ch\\_2\\_instructional\\_procedures/](https://www.fhsu.edu/academic/provost/handbook/ch_2_instructional_procedures/)

<b>Withdrawal</b>
<a href="https://www.fhsu.edu/academic/provost/handbook/ch_7_change_enrollment/">https://www.fhsu.edu/academic/provost/handbook/ch_7_change_enrollment/</a>
<b>Student Accessibility Services</b>
<a href="https://www.fhsu.edu/kellycenter/accessibility/">https://www.fhsu.edu/kellycenter/accessibility/</a>
<b>Kelly Center Support Services</b>
<a href="https://www.fhsu.edu/kellycenter/">https://www.fhsu.edu/kellycenter/</a>
<b>Title IX Policy</b>
<a href="https://fhsu.edu/president/Compliance-Office/Title-IX-Policy/index.html">https://fhsu.edu/president/Compliance-Office/Title-IX-Policy/index.html</a>
<b>Career Services</b>
<a href="https://www.fhsu.edu/career/">https://www.fhsu.edu/career/</a>
<b>Technology Services</b>
<a href="https://www.fhsu.edu/technology/">https://www.fhsu.edu/technology/</a>
<b>Smarthinking (Online Academic Assistance)</b>
<a href="https://www.fhsu.edu/virtualcollege/smarthinking/">https://www.fhsu.edu/virtualcollege/smarthinking/</a>

**16. Program, Department, and College Policies**

*FHSU Student Handbook*  
<http://www.fhsu.edu/studenthandbook/>

***Social Media Policies/Guidelines***

1. Know copyright laws: Cite your work, either using correct APA formatting or including a URL link for media (e.g., photos, video). If you have questions about copyright laws, contact the Forsyth Library at FHSU (<https://www.fhsu.edu/library/>).
2. Be accurate: Always provide clear and consistent information based on research and fact.
3. Be respectful: It is acceptable to disagree, but be polite and constructive. Do not include defamatory or harmful information about any individual. Any such content will not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.
4. Be transparent: Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.
5. Safeguard others' privacy: When telling stories about real students and classroom, school, and district challenges, use pseudonyms and indicate that you are doing so. This will ensure that you are complying with state and federal privacy laws.

***Syllabus Changes***

I reserve the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, I will immediately notify you of such changes both by individual email communication and by posting both notification and nature of change on the course bulletin board.

### ***Things to Remember When Taking a Class Online***

1. KEEP COPIES OF ALL ASSIGNMENTS. Technology is not perfect, so you may be asked to resubmit an assignment from time to time. If you do not have a copy, I will assume you did not do it and it is late.
2. If you run into technical problems, contact me immediately. Every attempt will be made to correct the problem ASAP. If you run into a web transmission problem, please contact me regarding an alternative to submit your assignment.
3. Use the subject line and course number in ALL e-mails to help me identify and set priorities for your messages and assignments as well as in routing it to the right course file.
4. If you are frustrated, be sure to talk to us as soon as possible.

### ***Written Assignment Criteria***

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which is widely used in education. Also remember good writing involves an important balance of content and form.

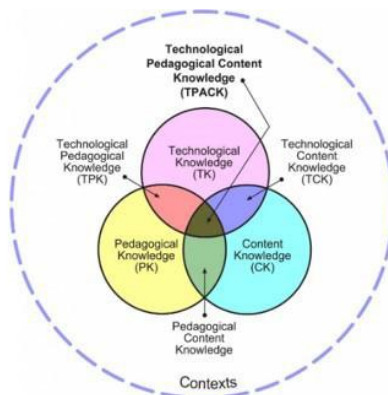
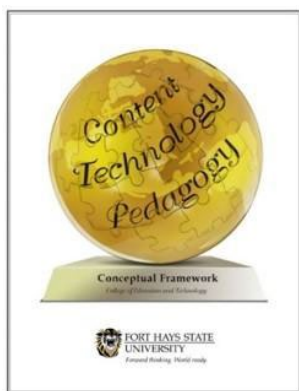
#### ***For Virtual College students:***

**smarthinking.com** at Fort Hays State University provides online tutoring and writing services to students who are currently enrolled as online learners. The phrase “online learner” is defined as a **currently enrolled student taking only Virtual College courses**. On-campus students have access to Academic Success Programs and the Writing Center and are therefore not eligible.

Please note that eligibility for services is determined based on a review of current semester/term information. Please feel free to contact the **Virtual College** through email at the following address: [virtualcollege@fhsu.edu](mailto:virtualcollege@fhsu.edu) or call **785-628-4291**, with any questions or concerns you might have. For more information about specific services offered please click on the following link:

<http://www.fhsu.edu/virtualcollege/smarthinking/>. Students will need to provide their names and FHSU ID number to confirm eligibility for Smarthinking.

### **Appendix A. The Shared Values and Beliefs for Professional Educators at FHSU**



www.tpack.org

### **Technological Pedagogical and Content Knowledge (TPACK)**

<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
<b>Technological Knowledge (TK)</b>
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
<b>Technological Content Knowledge (TCK)</b>
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools/resources.
<b>Content Knowledge (CK)</b>
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect content academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
<b>Pedagogical Content Knowledge (PCK)</b>
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet diverse needs of students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
<b>Pedagogical Knowledge (PK)</b>
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.
<b>Technological Pedagogical Knowledge (TPK)</b>
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

Appendix B. (<https://www.iste.org/standards>)

## A ROADMAP FOR INNOVATING EDUCATION

Transforming education requires us to rethink how we teach and learn. The ISTE Standards act as a roadmap for bold, innovative educators and education leaders to re-engineer their schools and classrooms for digital age learning no matter where they fall on the journey to meaningful, effective ed tech integration. Want to know more? Visit the ISTE Standards frequently asked questions....



### ISTE STANDARDS FOR Students

As educators, students are at the center of everything we do. The student standards describe the skills and knowledge they need to thrive, grow and contribute in a global, interconnected and constantly changing society.



### ISTE STANDARDS FOR Educators

Educators have always held the key to student success. But their role is changing. The ISTE Standards for Educators define the digital age skills and pedagogical insights educators need to teach, work and learn.



### ISTE STANDARDS FOR Education Leaders

The ISTE Standards for Education Leaders guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape.