



FORT HAYS STATE UNIVERSITY

ADVANCED EDUCATION PROGRAMS

Forward thinking. World ready.

AEP 827 Classroom Inclusivity in Education

Fort Hays State University
College of Education
Advanced Education Programs Department

This course is offered through the Master'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 827 Classroom Inclusivity in Education
Credit Hours	3 Graduate credit hours
Semester and Year	TBD
Prerequisites	Enrolled in Master's of General Studies
Course Type/Location	Online

2. Instructor Information

Name	Dr. Brian Clark (Primary) / Dr. Donna Rice (Alternate)
Title	Associate Professor
Office Hours	Online as needed
Email Address	bclark@cbet.edu / drdonnausa@gmail.com

Contact Procedure and Policy

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

3. Course Materials

Required Readings

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

APA: 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 a ***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 further prepare instructors to 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. Examine mainstreaming and inclusion.
2. Support 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. Recommend what constitutes a continuum of services and the practice of full inclusion.
4. Compose the processes of consultation between special and general educators and collaborating with paraprofessionals.
5. Manage 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. Assess 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. Examine teaching students with other special learning needs (gifted, creative, and talented, students who are culturally and linguistically diverse and students at risk)

8. Support promoting inclusion with classroom peers.
9. Develop ways to help students improve their attention and memory.
10. Compare and contrast student 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 successfully completing the lessons is the submission 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%.

Product Two: Up to 95 Points will be awarded based on the quality of the responses to discussion prompts.

Product Three: Up to 2000 Points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. 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 21st 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	ISTE E. 4.1	TK 1

colleagues and students to create authentic learning experiences, discover and use digital resources and collaborative tools for authentic, real-world learning experiences.		
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:

Grading will be on an A – F scale based on the thoroughness and quality of the writing assignments. Online EXAM Screenshot Score 70% or greater or a Completion Certificate a must!

Final Grade	Points Earned	Percentage	Description
A	1948-2095	93% - 100%	Exemplary
B	1781-1947	85% - 92.99%	Acceptable
C	1592-1780	76% - 84.99%	Developing
D	1404-1591	67% - 75.99%	Minimal, Not Passing
U	0-1403	66.99% and below	Unacceptable
I	-	-	Incomplete

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: Choose any two of these items and respond to them. (300 points)

Define the concept of the least restrictive environment and explain its implication for inclusion. Explain Mainstreaming and inclusion.

Summarize the elements and impact of each of these laws: 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.

Discuss the continuum of services and the practice of full inclusion.

Summarize the intervention process. Describe consultation between special and general educators and collaborating with paraprofessionals and how it relates to providing educational services for special needs students.

Part 2: Choose any three of these items from the topic of Teaching Students with Higher-Incidence Disabilities and summarize them. (300 points)

Speech or Language Impairments

Learning Disabilities

Intellectual Disabilities

Emotional Disturbance

Attention Deficit Hyperactivity Disorder (ADHD)

Part 3: Choose any three of these items from the topic of Teaching Students with Autism and Lower-Incidence Disabilities and summarize them. (300 points)

Autism

Physical Disabilities and Other Health Impairments name and discuss 3 of them

Severe and Multiple Disabilities

Visual Impairments

Hearing Impairments Including Deafness

Part 4: Choose any two of these items from the topic of Teaching Students with Other Special Learning Needs and summarize them. (250 points)

Gifted, Creative, and Talented

Students Who Are Culturally and Linguistically Diverse

Students at Risk

Part 5: Choose any two of these items from the topic of Promoting Inclusion with Classroom Peers and summarize them. (250 points)

Acceptance Peer-Supported Social

Peer Assistance

Peer Tutoring

Cooperative Learning

Part 6: Choose one of these items from the topic of Improving Attention and Memory and summarize it. (100 points)

Attention

Memory

Part 7: Choose one of these items from the topic of Teaching Study Skills and summarize it. (100 points)

Tools for Developing Independent Learners

Research and Reference Skills

Teach Test-Taking Skills

Part 8. Research: Find two journal article written by two different authors that are related to the topics in this course. Then: (400 points)

compare and contrast the theories (positions) presented in the articles, or interpret each article and discuss implications for your practice, or write a constructive critique of each author's conclusion (2-4 pages)

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/
Attendance
https://www.fhsu.edu/academic/provost/handbook/ch_2_instructional_procedures/
Withdrawal
https://www.fhsu.edu/academic/provost/handbook/ch_7_change_enrollment/
Student Accessibility Services
https://www.fhsu.edu/kellycenter/accessibility/
Kelly Center Support Services
https://www.fhsu.edu/kellycenter/
Title IX Policy
https://fhsu.edu/president/Compliance-Office/Title-IX-Policy/index.html
Career Services
https://www.fhsu.edu/career/
Technology Services
https://www.fhsu.edu/technology/
Smarthinking (Online Academic Assistance)
https://www.fhsu.edu/virtualcollege/smarthinking/

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.

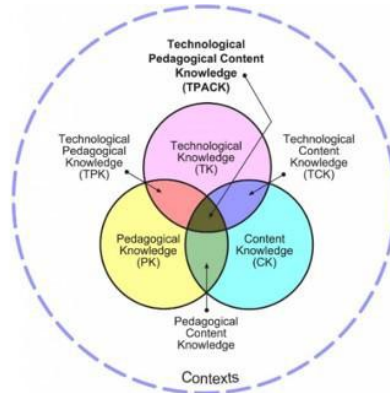
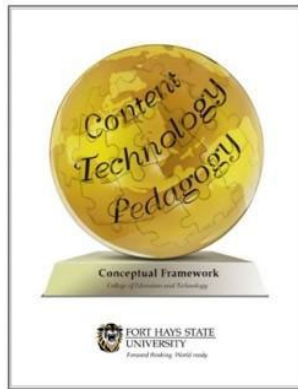
For Virtual College students:

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 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.tpck.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.
Technological Knowledge (TK)
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools/resources.
Content Knowledge (CK)
<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.
Pedagogical Content Knowledge (PCK)
<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.
Pedagogical Knowledge (PK)
<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.
Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

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.