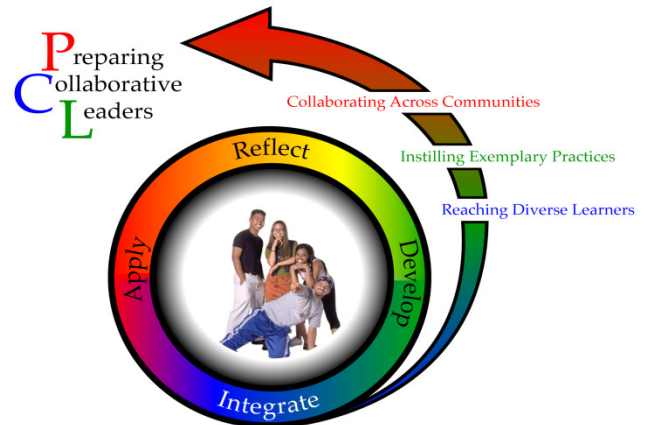


University of Wisconsin-Eau Claire
College of Education & Human Sciences
Department of Special Education
Eau Claire, WI 54702

SPED 300/500 Inclusive Practices for Secondary Educators
Fall, 2009
Section 001 – Wednesday, 4:00-5:40 p.m., HSS 204

Instructor: Angela Dalhoe
Office: HSS 241
Email: dalhoeal@uwec.edu –
Phone: 715-836-5184
Office hours: As Posted



EXCELLENCE AS A JOURNEY

Course description:

Surveys characteristics of diverse learners with a focus on students with high incidence disabilities and at-risk concerns. Course provides knowledge and practice regarding the secondary educator's role related to special education processes, professional collaboration and curricular adaptation.

Definition of Collaborative Leadership:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Objectives:

Course Objectives	WTS	Assignment Artifact
1. Demonstrate knowledge of characteristics of students with disabilities as defined by state law (subchapter IV, Chapter 115) and federal (IDEA 04) law.	2	Quizzes and Exams Presentations
2. Demonstrate knowledge of the referral systems, the IEP team responsibilities and procedures, and individual education plan process.	2, 8, 10	Quizzes and Exams
3. Gain knowledge of educational techniques and strategies that can be used in the secondary school to facilitate the successful inclusion of students with exceptional education needs in the general education/classroom setting.	3, 4, 8, 9	AM Projects Class Discussions
4. Apply knowledge of educational techniques and strategies to create instructional modification and accommodation to foster successful inclusion for students with exceptional education needs in the general education classroom setting.	3, 4, 8, 9	AM Projects Presentations Class Discussions
5. Demonstrate knowledge of various alternatives for providing the least restrictive environment for youth with exceptional needs.	2, 3	AM Projects Presentations
6. Gain knowledge and understanding leading to an accepting and understanding attitude towards the role of general educators in fostering inclusive practices, and towards the inclusion of students with exceptional education needs in the general school/classroom setting.	10	AM Projects Presentations Class Discussions

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: discussion board postings and class discussions).

Knowledge of Human Culture and the Natural World

- UW Eau Claire students will demonstrate a breadth of knowledge about human culture and about the natural world. This outcome will be grounded in general education studies in sciences, mathematics, social sciences, humanities, languages, and the arts (Artifacts: AMA project, presentations, and class discussions).

Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: AMA project and presentations).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: AMA project).

Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: class discussions and presentations).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: exams and quizzes).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings and exams).

Required text: Gargiulo, Richard, M. (2009). *Special Education in Contemporary Society*. 3rd Ed. Sage Publications Inc.

Instructional Methods:

The course may include lectures, guest speakers, videos, web-casts, small and large group discussions, and analysis.

Assignments: A list of assignments and their point value is listed below. Assignments will be discussed in detail during the semester.

	Total Points	My Points	Grade
1. Quizzes			
1.	20	_____	_____
2.	20	_____	_____
3.	20	_____	_____
2. Exam			
Final Exam	80	_____	_____
3. AM Projects			
1.	30	_____	_____
2.	30	_____	_____
4. Video Reflections/Discussion Board Postings			
1.	10	_____	_____
2.	10	_____	_____
3.	10	_____	_____
4.	10	_____	_____
5. Final Reflection Paper	20		
6. Presentation/Discussion of AM Project.	15		
7. Attendance/Participation/Disposition: Deduct 10 points for each absence. See description on pg. 6 for details.			- _____
TOTAL	275	_____	_____

Note: Graduate students should meet with me to discuss additional components to these course requirements. Class requirements and point totals may vary.

Grading Policy:

Undergraduate Students:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

Graduate Students:

94% and above of the total points = A	64 - 73% of the total points = D
84 - 93% of the total points = B	Less than 64% of the total points = F
74 - 83% of the total points = C	

Tentative Course Calendar for SPED 300/500

NOTE: This calendar is subject to change at the discretion of the instructor.

	Topic/Activity	Assignment/ Reading
9/2 (1)	• Course Introduction/Review of Syllabus	
9/9 (2)	• <i>Special Education in Context</i> ○ Labeling and the Inclusion Debate	Read Chapter 1
9/16 (3)	• <i>Policies, Practices, and Programs</i> ○ IDEA	Read Chapter 2
9/23 (4)	• Continued Discussions from Chapters 1 and 2 • <i>Parents, Families, and Exceptionality</i>	Read Chapter 4 <i>pp. 113-124 and p. 134</i> Quiz 1
9/30 (5)	• <i>Mental Retardation or Intellectual Disabilities</i>	Read Chapter 5
10/7 (6)	• <i>Learning Disabilities</i>	Read Chapter 6
10/14 (7)	Collaboration Class w/ SPED 434 Meet Tuesday, Oct. 13th at 6:00 in HSS 226 <i>(no class on Wed. 10/14)</i>	
10/21 (8)	• <i>Attention Deficit Hyperactivity Disorder</i>	Read Chapter 7 Quiz 2 AM Project 1 Due
10/28 (9)	• <i>Emotional and Behavioral Disorders</i>	Read Chapter 8
11/4 (10)	• <i>Autism Spectrum Disorders</i>	Read Chapter 9
11/11 (11)	• <i>Speech and Language Impairments</i>	Read Chapter 10
11/18 (12)	• Continued Discussion of Chapters 8-10 (as needed)	Quiz 3 AM Project 2 Due

11/25 (13)	AM Project Work Day	
12/2 (14)	<ul style="list-style-type: none"> • <i>Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities</i> • Present AM Projects 	Read Chapter 13
12/9 (15)	<ul style="list-style-type: none"> • Last Class <ul style="list-style-type: none"> ○ Review for Final ○ Present AM Projects 	
5/15	Cumulative Final Exam: Friday, Dec. 18th --- 3:00 – 4:50 p.m.	

Attendance & Participation Policy:

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded and students who are late or leave early will lose points.

Attendance, as well as participation, is expected for all classes. You will be allowed one “free absence” for whatever reason, and this will not affect your grade – use this absence wisely. Any additional absences will result in a deduction of 10 points for each missed class. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from the missed class period (from your peers) and there will be no make up quizzes. In addition, any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment – points will be deducted for late assignments at a rate of 10% per day.

Please note: **physical attendance does not guarantee points** – you must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, listening to music, surfing the Internet, or using any non-academic electronic devices during class. Points will be deducted if these behaviors are observed at any point during class time. **Therefore, it is possible to lose points daily for lack of participation and/or demonstrating distracting/disrespectful behaviors.**

Academic Misconduct:

Academic misconduct (e.g., cheating, plagiarism) is a serious matter and will be treated according to University policy.

Students with Disabilities:

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).