

# Inclusionary Practices – SPED500

Department: School of Education  
Course Number: SPED 500  
Course Title: Inclusionary Practices

Credit Hours: 3

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## Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

### **Course Description:**

This course will provide an overview of the handicapping conditions served under the legislation of IDEA. A review of the law and the eligibility requirements for each identified handicapping condition will be examined. The purpose of the course will be to train general and special educators in practices conducive to creating inclusionary environments in which to teach both regular education

and special education students. Best practices regarding the development of an inclusionary program will be presented. Methods of alternative instruction designed to meet individual needs within large group settings at the K-12 level will be discussed. Practice in collaborative techniques will be provided.

**Required Text:**

Salend, S. *Creating Inclusive Classrooms: Effective and Reflective Practices for All Students*. (5<sup>th</sup> Ed.) Ohio: Prentice Hall: 2004.

or

(6<sup>th</sup> Ed.) copyright 2008

**Course Objectives:**

At the completion of the course, the student will be able to:

1. Understand the historical, legislative, and societal context of current special education practices in the United States (1.1.1, 1.1.3, 3.1.3, 3.1.4).
2. Develop knowledge of current practices in identification, assessment, placement, and instruction of students with exceptionalities (1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 2.1.4, 3.1.4).
3. Develop knowledge of the major characteristics associated with each of the categories of exceptionality served under the guidelines of federal legislation (1.1.1, 1.1.5).
4. Analyze societal and mass media depictions of disability (1.1.3, 3.1.2, 3.1.3, 3.1.4).
5. Develop a working knowledge of the special educational needs associated with each category of exceptionality (1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.8, 3.1.4).
6. Develop skills in modifying instructional practices to accommodate the special needs of individuals with exceptionalities (1.1.4, 1.1.5, 1.1.6, 1.1.8, 2.1.4, 3.1.4).
7. Develop skill in collaborative techniques with both teachers and parents (1.1.6, 1.1.9, 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 3.1.5).
8. Develop familiarity with technologies used in special education instruction (1.1.7, 1.1.11).

**Instructional Method/Mode of Delivery:**

The following will be utilized extensively to achieve course objectives:

1. Class Discussion through Discussion Board
2. Online Format
3. Individual Projects
4. Collaboration/Cooperative Learning on 'face-to-face' instruction day

## **SPED500 Student Requirements:**

In addition to the student requirement policies of Peru State College, students will be expected to meet the following expectations:

### **Attendance:**

Students are expected to attend class regularly via Blackboard and to complete all assigned work. Attendance is a privilege and a responsibility represented by not only the student's investment, but also by a significant investment by the State of Nebraska.

- Assignments are considered late if they are not submitted via the assignment link at, or prior to, the posted deadline. Assignments will lose 10% of the total grade for each calendar day they are late. No points will be given for late Discussion Board posts/responses. The instructor reserves the right to determine if there are special circumstances that allow for an extension of the deadline; however, offering the respect of open communication is necessary.
- While content of an assignment is crucial, consider that written presentation of assignments and activities should also be a priority, as it will be evaluated as well.
  - Assessment of written presentation will be as follows (unless otherwise noted in rubrics):

▪ Capitalization Error	-1 point
▪ Usage Error	-1 point
▪ Punctuation Error	-1 point
▪ Spelling Error	-See Below
• 1-2 spelling errors	-1
• 3-4 spelling errors	-2
• 5-6 spelling errors	-3
• 7-8 spelling errors	-4
- **Four Mini-Projects** – Four mini-projects will be completed by students which allow for the application of concepts learned through the textbook readings. All projects are explained at length in Blackboard.

### **Grading Policy:**

A	90-100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D+	65-69%
D	60-64%
F	<60%

### **Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

### **Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance."

11. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.

1. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.

2. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

### **3. Academic Dishonesty:**

1. Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

A. Refers during an academic evaluation to material sources not authorized by the faculty member.

B. Utilizes devices during an academic evaluation that are not authorized by the faculty member.

C. Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.

D. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.

E. Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.

F. Acts as a substitute or utilizes a substitute in any academic evaluation.

G. Fabricates data in support of laboratory or field work.

H. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in

advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.

I. Alters grade records of his/her own or another student work in a course or a component of a course.

b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

II. Penalties for instances of academic dishonesty:

1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.

3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A)

