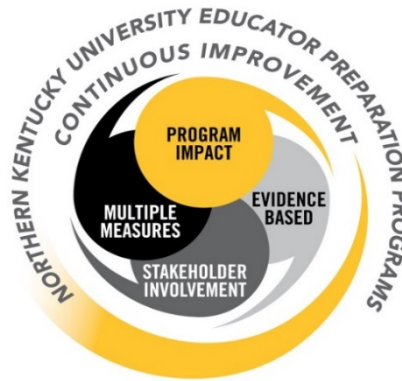


**Northern Kentucky University**  
**College of Education and Human Services**  
**EDS 324: *Instructional Planning for Inclusive Secondary Classrooms***  
**Tuesday: 9:00 – 11:45am in MEP 296**  
**3 semester credit hours, Spring 2017**



*Learn, Lead, Succeed*

**Mission**

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

**Vision**

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

**Kentucky Academic Standards (KAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

**Professor:** Kayla Steltenkamp, Ph.D.  
**Office Hours:** Tuesday 11:45 – 3:00  
Wednesday 10:00 – 3:00  
Friday 10:45 – 12:00

**Office Location:** MEP 281  
**Telephone Number:** 859/572-6380  
**Cell:** 859-468-1385  
**E-mail:** steltenkak1@nku.edu

**Textbook:** None. Assigned readings posted on Blackboard.

**Course Description and Objectives**

This course is designed to develop skills in: 1) Designing classroom instruction that meets the diverse needs of all students, and 2) Collaborating with others as a means to support inclusive practices.

The following table presents the specific course objectives, related KY Teacher Standards, CEC Initial Level Educator Preparation Standards, InTASC Model Core Teaching Standards, KY Framework for Teaching Domains, and relevant means of assessment.

<b>Student Learning Outcome</b> By the end of the course, candidates should be able to:	<b>Assessment/ Assignments</b>  <b><u>KAS Alignment</u></b>	<b><u>Kentucky Teacher Standards</u></b>	<b>CEC Preparation Standards (2012)</b> Link: <a href="#">CEC Initial Special Education</a>	<b><u>InTASC Standard and Category</u></b>	<b><u>KFT Domains</u></b>
Define, differentiate, and appropriately use relevant terminology, including <i>mainstreaming, inclusion, full inclusion, collaboration, coteaching, consultation, Universal Design for Learning (UDL)</i> .	Reading Assignments, Quiz, Project 2		CEC: ISCI.7.K1, IGC.7.K2		
Describe the process of IEP development and the roles of various IEP team members.	Quiz, Project 1 CCR Writing 2 AE: 4.1	KTS: 8.2	CEC: ISCI.7.K2, ISCI.7.S4	Std. 10	4C, 4D
Describe the three key areas of flexibility needed to create universally designed instruction and provide practical examples of applications within each of these areas.	Reading Assignments, Quiz, UDL Activity, Lesson Analysis Assignment AE 4.5	KTS: 2.2, 2.4	CEC: ISCI.1.K3, ISCI.5.S15	Std. 2, 7, 8	1B, 1E, 3A, 3B, 3C, 3E

<b>Student Learning Outcome</b> By the end of the course, candidates should be able to:	<b>Assessment/ Assignments</b>  <u><b>KAS Alignment</b></u>	<u><b>Kentucky Teacher Standards</b></u>	<b>CEC Preparation Standards (2012)</b> Link: <a href="#">CEC Initial Special Education</a>	<u><b>InTASC Standard and Category</b></u>	<u><b>KFFT Domains</b></u>
Describe potential adaptations to instructional environments, activities, and/or assessments that appropriately support specific students' needs.	UDL Activity, Quiz, Lesson Analysis Assignment AE: 3.3	KTS: 2.2, 2.3, 3.3	CEC: ISCI.1.K3, ISCI.2.K1, ISCI.2.K2, IGC.5.K2, IGC.5.K3	Std. 2, 3, 6, 7	1B, 1C, 1E, 1F, 3C, 3D, 3E
Describe the elements needed for effective collaboration, and how these apply to the various partnerships in which teachers are likely to be involved (ex. IEP teams, teacher-parent, coteachers).	Reading Assignments, Quiz, Project 1, Project 2, CCR Speaking & Listening 1	KTS: 8.1, 8.2	CEC: ISCI.7.K2, IGC.7.K2	Std. 10	4C, 4D
Describe various models of co-teaching, including the potential benefits and challenges of each.	Reading Assignments, Quiz, Co-Teaching Workshop & Reflection	KTS: 8.2	CEC: IGC.7.K4	Std. 7, 9	1E, 4C, 4D
Reflect on current issues related to collaboration and inclusive practices from various perspectives.	Project 2, Lesson Analysis Assignment, Co-teaching Reflection AE: 4.6	KTS: 8.1, 8.2	CEC: ISCI.2.K4, ISCI.7.S3, IGC.2K.1, IGC.5.K3, IGC.7.K2	Std. 9, 10	4A, 4C, 4D

Web Link to all Standards: <http://coehs.nku.edu/departments/teachered/documents.html>

**Student Honor Code:** The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation

or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

**Accommodations Due to Disability:** Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

**Credit Hour Policy Statement:** In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend *at least three hours per week* of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class: 3 hours per week x 15 weeks	= 45.0 Hours
Readings & Class Preparation: 2 hours per week x 15 weeks	= 30.0 Hours
Group Projects	= 20.0 Hours
Individual Projects & Assignments	= 30.0 Hours <u>Studying</u>
<u>for In-Class Quizzes (2)</u>	<u>= 10.0 Hours</u>
<b>Total</b>	<b>= 135 Hours</b>

**Student Evaluation of Instructor and Course:** Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or does not opt out) should expect to incur a two week delay in access beyond the university's official date for grade availability.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.

- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

### **Student Activities, Evaluation, and Grading Policy**

Students are expected to attend **all** class meetings, read assigned materials prior to class discussion, and participate in class discussion and related group activities. In addition, students will complete the following assignments/activities: **Course Activities/Assignments:**

<b><u>Required Activities</u></b>	<b>Point Value</b>	<b>Optional Activities</b>	<b>Point Value</b>
*Project 1: IEP Handbook	60	*Literature Report	+4
*Project 2: Teacher Interviews	45	*Attend viewing of F.A.T. City	+2
*Co-Teaching Workshop	30	*ARC Observation	+2
*Lesson Analysis/Adaptations Assignment	20	*TRC Checkout & Ellison Use	+2
*Reading Assignments	70	Perfect Attendance (i.e. Missing no more than <b>5 minutes</b> of class for the <i>entire</i> semester.)	+2
Quizzes (2 @ 30 pts each)	60		
Attendance	15	MAX Points Allowed via Optional Activities:	<b>+6</b>
<b>TOTAL POINTS POSSIBLE:</b>	<b>300</b>		

\*Detailed descriptions of these activities can be found in the next section of this syllabus &/or on the course *Blackboard*.

### **Grading Scale:**

<u>Grade %</u>	<u>Course</u>	<u>Grade %</u>	<u>Course</u>	<u>Grade %</u>	<u>Course</u>	<u>Points</u>	<u>Points</u>	<u>Points</u>	
A 95-100%	<b>285+</b>	B- 85-86.99%	<b>255 – 260.4</b>	D+ 73-74.99%	<b>219 – 224.4</b>	A- 93-94.99%	<b>279 – 284.4</b>	C+ 83-84.99%	<b>249 – 254.4</b>
D 70-72.99%	<b>210 – 218.4</b>	B+ 91-92.99%	<b>273 – 278.4</b>	C 77-82.99%	<b>231 – 248.4</b>	Less than 210 points is an F. B 87-90.99%			
	<b>261 – 272.4</b>	C- 75-76.99%	<b>225 – 230.4*</b>						

\* C minus grades do not meet the criteria of C or better for continuing in the education program.

Note: Final point totals will be rounded to the nearest whole number and the corresponding grade will be the grade earned. Please **do not ask** what you can do to earn “one more point,” in order to get bumped up a grade.

**Mid-term Grade:** Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar (<http://registrar.nku.edu/academiccalendar.html>).

**Final Examination Information:** Final exams and/or projects will be due as noted on Course Schedule.

### **The College of Education and Human Services Grading Policy:**

The College of Education will use the following criteria for grades in undergraduate courses:

- A Superior:** Exceptional performance for undergraduate students. Understanding of terms and concepts thoroughly demonstrated; ideas clearly and thoughtfully presented; activities effectively completed; competence clearly demonstrated in performance and knowledge areas; appropriate English usage and spelling.
- B High Achievement:** High achievement; clearly very good but not outstanding performance for undergraduate students. Understanding of terms and ideas well demonstrated; ideas clearly presented; activities completed; competence well demonstrated in performance and knowledge areas; appropriate English usage and spelling.
- C Adequate:** The minimum expected of undergraduate students. Understanding of terms and concepts adequately demonstrated; ideas adequately presented; activities completed; competence demonstrated in performance areas; written materials readable, with a few English and/or spelling errors.

**D Unsatisfactory:** Understanding of terms and concepts only vaguely demonstrated; competence in performance areas not clearly demonstrated; English usage and spelling marginal or below average.

**F Unacceptable:** Not acceptable for undergraduate credit.

### **COURSE REQUIREMENTS AND PROJECT GUIDELINES**

(\* indicates that a specific Scoring Guide or Project Template is available on Blackboard for this Assignment.)

#### **Class Participation/Attendance** (15 Points)

A high caliber of performance is expected in this class. **Good attendance** is necessary for maximizing your performance and is also a reflection of your commitment and interest in your professional preparation. You will receive **1 point for participating in each class session**. If you are absent, you cannot earn these points, *regardless of the reason for your absence*. Note that consistent late arrivals/early departures may result in a loss of participation/attendance points. **STUDENTS WILL RECEIVE A FAILING GRADE FOR THE COURSE IF THEY MISS MORE THAN THREE CLASS MEETINGS DURING THE SEMESTER – NO EXCEPTIONS.**

If you are absent: (1) Be sure to **get class notes and any missed class assignments from a colleague**. All assignments are still due by the established due date. (2) If you miss a quiz you must **contact the instructor within 48 hours to schedule a make-up quiz**, which must occur prior to the next class meeting. After one week, the quiz will no longer be available and a zero will be recorded. (3) If you miss a class on a day an assignment is due, the **assignment must still be submitted by class time on the due date** (via email, a colleague, etc.). Late penalties apply to all work submitted after class start time on the assignment's due date.

Materials should only be submitted via email (as WORD or Rich Text files) if you will be absent from class.

**READING ASSIGNMENTS CANNOT BE MADE UP.**

#### **Reading Assignments** (70 points)

In order to encourage student reading of assigned materials and preparation for class, reading “quizzes” are posted on BlackBoard (under “Assignments”) for each of the assigned readings (7). Students must complete these quizzes by the beginning of class on the day each reading assignment is due. The quiz must be taken before class time on the established due date, even if a student is absent on that particular date.

**READING ASSIGNMENTS CANNOT BE MADE UP, SO BE SURE TO KEEP TRACK OF WHEN THEY ARE DUE**

#### **\*Project 1: IEP Handbook** (60 points)

In a group of **2-3** members, construct a “handbook” explaining the IEP process. Your **target audience is the family** of a student with a disability. Your handbook should explain any relevant “jargon,” describe the typical “steps” of an IEP meeting, provide information about family rights, explain the members of an IEP team and their roles, provide tips, questionnaires, checklists, etc. that aid family participation; and refer parents to additional resources. You may include any other information that you think a family might find useful. You can use either a word processing or publishing program to develop the handbook and may use whatever format you find suitable. Your group will need to find a balance between providing sufficient information that is useful to

parents/families, but not so much information that they get overwhelmed (and therefore stop reading). Web links are provided on BlackBoard to help get you started.

**Each group** (either 2 or 3 members) must **submit two scoring rubrics** with the handbook.



**\*Project 2: Special & General Educator Interviews** (45 points)

[Note: Do not conduct this assignment until **after class session #7.**]

In order to gain a better understanding of how educators view collaboration, **conduct INDIVIDUAL (i.e. one at a time), in-person** (NO EMAIL INTERVIEWS!) **interviews** with both a general education teacher and a special education teacher who ***currently provide services for students with disabilities.*** (These two teachers do NOT need to work with one another.) *You will gain the most from this experience by interviewing teachers in settings most like those you expect to be teaching in during your own career.*

You may conduct these interviews and include additional questions as you see fit, but must include the questions provided by the instructor.

**Use the posted Project 2 Interview Forms/Template to prepare your submission for this project.**

**\*Co-Teaching “Workshop”** (30 points)

You will be **assigned** one or more co-teaching partners and a topic to teach to your classmates. You will teach the topic as if you were conducting a teacher workshop with the purpose of teaching a group of teachers how to use the assigned strategy in their classrooms. You and your partner(s) will create and distribute handouts to the class about this topic/strategy, as well as teach the material to the class using one of the co-teaching styles learned about in the course. Note: Your goal is to teach the group about the assigned topic/strategy *using* one of the coteaching styles, not to teach *about* the co-teaching style.

**Please see the example of a completed scoring guide and handout posted on Blackboard.**

**\*Lesson Plan Analysis** (20 points)

You will analyze and evaluate the accessibility of a lesson plan that **you** developed in one of your other courses. You will also suggest specific adaptations that might be made to the lesson in order to meet the needs of two specific students with disabilities (You will be provided with the IEP for each of these students). A specific guide for this assignment will be provided two weeks prior to the assignment due date.

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**Optional Activities****\* Literature Report**

Choose and read a book (**that you have NOT read before!**) that focuses on a person with a disability. (A list of suggested titles is attached. **Books not on this list must be pre-approved by the instructor!**) **Using the template provided on Blackboard, type** a report of the book that includes a summary; a discussion of the connections and/or usefulness of the book to families, teachers, and students; and your reaction to the content, including how it might influence you and your future teaching. You will also discuss ideas for how the book might be used in the classroom.

**This assignment may be completed as a group with up to 5 members.** (See template/guide for additional details).

**\*ARC Observation**

[Note: Do not complete this optional activity until **after class session #7.**]

In order to gain firsthand experience related to special education processes, teams, and the elements of effective collaboration, contact an educator currently involved in providing services for students with disabilities and request permission to **observe an ARC meeting at which at least one parent/family member will be present** (appropriate topics might include IEP creation/review, evaluation planning or results, special concerns, et. al.). Since student concerns will be discussed, parent permission should be obtained **PRIOR to the observation**, and **confidentiality must be maintained**. Complete and submit the **form** provided on Blackboard. You will need to have the **meeting chairperson sign** this form verifying your attendance, so remember to take it with you.

**F.A.T. City (or other video) Viewing**

Attend a showing of this video about learning disabilities. At least two different show dates/times will be offered.

**Some Book Possibilities for Optional Literature Report:****Emotional &/or Behavioral Issues (ADHD, Tourette Syndrome, OCD, Bipolar Disorder, Schizophrenia)**

Anglada, T. (2006). *Intense minds: Through the eyes of young people with bipolar disorder*. Trafford Publishing.

Byalick, M. (2002). *Quit it*. New York, NY: Random House. (Grades 4-8) (Tourette Syndrome)

Cohen, B. (2005). *Front of the class: How Tourette Syndrome made me the teacher I never had*. New York, NY: St. Martin's Press.

Friesen, J. (2008). *Jerk California*. New York, NY: Penguin Group (SPEAK). (Grades 8+) (Tourette Syndrome)

Gantos, J. (1998). *Joey Pigza swallowed the key*. New York, NY: Harper Collins. (Ages 10 and up) (ADHD)

Grove, V. (1998). *Reaching Dustin*. New York, NY: G. P. Putnam's Sons. (Grades 5 and up)  
(Emotional/Behavioral issues)

Harrar, G. (2003). *Not as crazy as I seem*. Boston, MA: Graphia. (Grades 6-10) (OCD)

Hesser, T. (1998). *Kissing doorknobs*. New York, NY: Random House. (Ages 12 and up) (OCD)

Trueman, T. (2004). *Inside Out*. Harper Tempest. (Grades 9 and up) (Schizophrenia)

**Autism Spectrum Disorders**

Baskin, N. R. (2009). *Anything but typical*. New York, NY: Simon & Schuster. (Grades 4-7)

Clark, J. (2005). *Jackson whole Wyoming*. Shawnee Mission, KS: Autism Asperger Publishing Co. (Grades 3-6)

Erskine, K. (2010). *Mockingbird*. New York, NY: Scholastic, Inc. (Grades 4-7)

Haddon, M. (2003). *The curious incident of the dog in the night-time*. New York: Doubleday.

Lord, Cynthia. (2006). *Rules*. Scholastic Press. (Grades 4-7) (Also has character with physical disabilities.)

Martin, A. (2002). *A corner of the universe*. New York, NY: Scholastic, Inc. (Grades 6 and up)

Welton, J. (2005). *Adam's alternative sports day*. Philadelphia, PA: Jessica Kingsley Publishers. (Grades 3-6)

**Learning Disabilities**

Abel, S. (2003). *My thirteenth winter*. New York, NY: Scholastic. (Grades 7-12)

Betancourt, J. (1993). *My name is Brain, Brian*. Scholastic. (Ages 9-12)

Gilson, J. (1997). *Do bananas chew gum?* Harper Trophy. (Ages 9-12)

McNamee, G. (2002). *Sparks*. New York, NY: Random House. (Ages 8-12)

**Mental Retardation, Physical, and/or Sensory Disabilities**

Matlin, M. (2002). *Deaf child crossing*. Aladdin. (Ages 8-12).

Mikaelsen, B. (2000). *Petey*. Hyperion. (Cerebral Palsy) (Ages 9-12).

Padden, C. & Humphries, T. (2005). *Inside deaf culture*. Cambridge, MA: Harvard University Press.

Trueman, T. (2001). *Stuck in neutral*. Harper Tempest. (Cerebral Palsy) (Ages 11-15)

### **REMINDERS:**

- Laptop computers and/or Smart Devices (iPads, Smartphones, etc.) are permitted during class but only for class usage. Please do NOT use them without permission.
- Keep **cell phones** on **silent** mode, leave class to answer urgent calls, and **do not read/send text messages** during class.
- Students will receive a **failing grade** for the course if they **miss more than three** class meetings during the semester.
- **Reading assignments cannot be submitted late. These “close” at class start time on their established due date.**
- While collaboration with your peers is encouraged throughout this course, **all submitted work must clearly be the original work of the individual**. Plagiarism, copying, or cheating of any kind will result in, at minimum, a zero for the relevant assignment, and could potentially result in an "F" for the course and recommendation for dismissal from the program.
- Work should be submitted to blackboard when appropriate, otherwise it should be handed in to the instructor by the due date. “Inability to print” is not an acceptable reason to email class assignments. If work is emailed in lieu of submitting a hard copy, the assignment will be considered a late submission (even if sent prior to class time). Please plan accordingly (i.e. **do not wait until right before class to try to print your work**).

### **Bibliography:**

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Beattie, J., Jordan, L., & Algozzine, B. (2006). *Making inclusion work: Effective practices for all teachers*. Thousand Oaks, CA: Corwin Press.

Brown, N.B., Howerter, C. S., & Morgan, J.J. (2013). Tools and strategies for making co-teaching work. *Intervention in School and Clinic* 49 (2) 84–91.

Council for Exceptional Children. (2005). *Universal design for learning: A guide for teachers and educational professionals*. Arlington, VA: CEC.

Dukes, C. & Lamar-Dukes, P. (2009). Inclusion by design: Engineering inclusive practices in secondary schools. *Teaching Exceptional Children*, 41 (3), 16-23.

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Murawski, W.W., & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, 53 (4), pp. 267-277.

- Scruggs, T., Matropieri, M., & McDuffie, K. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children, 73* (4), 392-416.
- Spencer, S.A. (2011). Universal design for learning: Assistance for teachers in today's inclusive classrooms. *Interdisciplinary Journal of Teaching and Learning, 1* (1), pp.10-22.