

Purdue University

EDPS 265

The Inclusive Classroom

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Syllabus

Purpose This course provides pre-service teachers with foundational knowledge and skills needed to be effective teachers of students identified with exceptional needs or talents in K-12 general education settings. The course is designed to support pre-service teachers in addressing the following goals:

- *To understand disabilities and talents from a school as well as a personal perspective;*
- *To acquire a general knowledge base about different disabilities and talents;*
- *To understand the roles of general and special educators in providing services to students with identified disabilities and talents in collaboration with families and other professionals;*
- *To learn strategies for creating inclusive learning environments that support all students; and*
- *To learn strategies to differentiate instruction for all students.*

Rationale The complex needs of today's diverse student population requires a collaborative effort by all educators to bring together the best practices in order to support children and youth; in particular, those children and youths for whom learning is a challenge. Pre-service teachers will learn how to access special education and other services, and collaborate with colleagues and families in order to deliver appropriate instruction to identified students.

Taskstream Block II students will continue to develop their e-portfolio throughout this semester. The case study assignment is the artifact that has been chosen to represent EDPS 265 in this portfolio. *Failure to pass this artifact assignment at a mastery level will result in failure of the entire Block. Taskstream will need to be posted NO LATER THAN Friday, April 24th at 12:00 a.m.*

Academic Honesty

Purdue University expects the highest standards of academic integrity from students. Students in Block II are expected to become familiar with Purdue's policy on academic honesty by consulting the on-line brochure provided by Purdue's Office of the Dean of Students:

<http://www.purdue.edu/odos/osrr/integrity.htm>

as well as the brochure entitled "Academic Integrity: A Guide for Students," published by the Office of the Dean of Students in conjunction with Purdue Student Government and available through the Office of the Dean of Students.

Students will receive a grade of 0 for assignments that violate the principles of academic integrity. In addition, students may be subject to further disciplinary procedures through the Office of the Dean of Students.

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about any changes in this course contact your instructor.

Blackboard Vista

Information for this course is available electronically at: <http://www.itap.purdue.edu/tlt/blackboard>. It is imperative that you access blackboard regularly throughout the semester. This should be your first point of contact for any questions that you may have concerning any component of Block II. Please check the information on Blackboard Vista regularly and notify one of your instructors if this information appears to be incorrect. **This notification MUST OCCUR within one month from the due date of the disputed entry.**

Course Policies

Attendance. Your presence and active participation are critical to this class. Lecture, discussion and activities based on the assigned reading will be planned for each class meeting. Attendance will be recorded for the majority of sessions and points awarded as indicated on the course schedule. Students who miss or are exceptionally late for any lecture will be unable to receive credit from the assigned attendance points. Unprofessional or disrespectful classroom behavior of any kind (sleeping in class, reading the Exponent, talking with a classmate during lecture, etc.) will result in forfeiture of the class attendance points for that day. Continued unprofessional behavior may lead to filing of a Student Disposition Form in the student's university record. This parallels the policy outlined in EDPS 235.

Assignments for EDPS 265 cannot be "made-up" and **LATE ASSIGNMENTS WILL NOT BE ACCEPTED**. If you know in advance that you will need to miss a class, please turn in any assignments due for that day **PRIOR** to the due date. When/if you do miss a class, it is your responsibility to get a copy of class notes and announcements, handouts, and any assignments that have been distributed. Some of these may be available through our Block II website, but others (such as specific lecture notes and in-class announcements) will need to be obtained from a classmate. I encourage you to exchange contact information with students sitting near you so that you can easily get caught up if you find that you need to miss a lecture.

Up to three absences during the semester are automatically considered excused. Beyond the three absences, the student will automatically receive a zero for the day's attendance points. At the close of the semester, every student will be awarded a 10-point attendance bonus. These points can serve to make up for points lost on the three missed days, or serve as extra credit points if you have not missed any class periods. Students are responsible for keeping track of all documentation of their excused absences. **Students have one month from their day of absence to resolve any discrepancies that may appear on Blackboard Vista.** If the number of excused absences exceeds three AND if the difference of these points would affect the student's final grade, the student should contact the instructor prior to grade distribution.

Student Support

If you have a documented disability and anticipate a need for accommodations in this course, or another Block II course / component, **please make an appointment** with the instructor or supervisor **during the first two weeks of classes.** Documentation of your needs should be provided at the time of your meeting.

Required Reading and Other Resources

One text and one paperback book are required for EDPS 265. The text, Teaching Students with Special Needs in Inclusive Settings, 5th edition by Smith, Polloway, Patton and Dowdy is available at the local university bookstores. The paperback book, One Child by Torey Hayden may be available at your local library, favorite bookstore, or on-line through Amazon.com or other on-line resources. One textbook is on reserve in the TRC on the third floor of BRNG, room 3287.

Required Text. Smith, Polloway, Patton, Dowdy (2008). Teaching Students with Special Needs in Inclusive Settings (fifth edition). Allyn and Bacon.

Grading EDPS 265 is comprised of three parts: **EDPS 265 Lecture, Block II Recitation, and Block II Field experience (TIP).** In order to pass the course, you must successfully complete all 3 components. The points you earn in Recitation will carry over to your 265 grade and will represent 25% of the final grade you'll receive for EDPS 265. Any student who fails to successfully complete their TIP assignment will fail EDPS 265. Your grade will be determined by the number of points earned as outlined below.

EDPS 265 Lecture (75% of total grade; 750 points)

Exams	300 points (3 x 100 points)
Book Report – <u>One Child</u>	90 points (1 x 90 points)
Case Study Assignment (Taskstream artifact)	250 points (1 x 250 points)
Attendance/Participation	60 points (20 x 3 points)
5 unannounced quizzes	50 points (5 x 10 points)

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	<599

Recitation Assignments (25% of the total grade; 250 points)

(See Recitation Syllabus)

Theory Into Practice (pass/fail) (TIP)

On campus meeting	pass/fail
School visits and associated activities	pass/fail

Exams, Book Report, and Case Study Assignment

*For all assignments in Block II, download & complete a cover sheet and rubric. Attach both of these to the front of ALL assignments. Both items are found on Blackboard VISTA. Late Exams, Quizzes, and Assignments will **not** be accepted.*

Exams. Three exams are required. These will consist of multiple choice, true/false & matching questions. Items will address content that was covered in both the book and class discussions. Please see the *Course Schedule* for exact dates & times. Each exam will be worth 100 points. **[3 exams x 100 points = 300 points]**

Quizzes. Throughout the semester there will be 5 unannounced quizzes at the beginning or end of preselected classes. Each quiz will be worth 10 points. If you are not in class on a day that a quiz is given you will NOT be able to make up these points.

[5 quizzes x 10 points = 50 points]

Book Report: Students are required to read the book One Child by Torey Hayden. Each student will write a book report using the book report rubric found on Blackboard Vista. Book reports will consist of a 3-4 page typed, double-spaced paper. Specific information about the report, the book report rubric and cover sheet can be found on Blackboard Vista.

[This assignment is due February 19 and is worth 90 points.]

A rubric for this assignment will be located on Blackboard Vista.

Case Study Assignment: Please see the rubric posted to blackboard. We will discuss (in detail) what is expected for this assignment.

Extra Credit Points: Periodically throughout the semester you may be presented with opportunities to receive extra credit points. These opportunities will consist of attending informative, relevant meetings, hearing guest speakers, etc. All opportunities will be announced in advance in class and only those events which are announced by the instructor will be considered for extra credit points. Three (3) points may be earned for each meeting or activity you attend. Verification of attendance will be a brief written overview of the meeting which should be turned into the instructor no later than 10 days after the scheduled event.

Elementary Education Course Completion Policy. Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus.