CEP 840: Teaching Exceptional, Diverse and At-Risk Learners in   
General Education Classrooms

**Please note: There is a required textbook for this course**. It is:

Vaughn, S., Bos, C. and Schumm, J.S. (2007). Teaching exceptional, diverse and at- risk students in the general education classroom. Boston: Allyn & Bacon, 4th ed.. ISBN #: 0-205-407730.

You can purchase this book online from a number of vendors. One option is:

<http://www.amazon.com/Teaching-Students-Exceptional-Education-Classroom/dp/0205407730/sr=11-1/qid=1166124956/ref=sr_11_1/002-8418741-9271204>

* [Instructors](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Instructors)
* [Introduction](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Introduction)
* [Course Organization and Learning Supports](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Course_org)
* Topical Course Outline
  + [Module #1](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Module1): The Fundamentals: Legal Mandates, Practices and Models
  + [Module #2](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Module2): Teaching Tools and Instructional Strategies for Increasing Student Access to the General Education Curriculum and Success in Inclusive Settings
  + [Module #3](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Module3): Exceptionalities: Definitions, Characteristics, Prevalence, General Considerations and Instructional Guidelines
* Course Requirements and Grading
  + [Assignments and Modes of Instruction](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Assignments)
  + [Course Projects](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Course_projects)
  + [Late Assignments](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Late)
  + [Grading Scale](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Grading_scale)
  + [Course Text](https://angel.msu.edu/AngelUploads/Content/SS10-CEP-840-730-860450-EL-14-204/_syllabus/SYLLABUS%281%29.HTML#Text)

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Introduction

This course is intended to serve, primarily as an introduction to the field of exceptionalities and as the first course in a three-course sequence.

The course will be organized into three modules. In the first module, teachers will be introduced to the fundamental components of the Individuals With Disabilities Act (IDEA) and will discuss and deliberate issues regarding inclusion and mainstreaming. In addition, they will consider various collaborative/consultative models and strategies that might be employed (such as co-teaching, peer collaboration, teacher assistance teams) to initiate, support and sustain their instructional efforts on behalf of students from diverse backgrounds or those with disabilities.

The second module will be devoted to achieving two goals. The first is to provide teachers with a systematic approach for unit and lesson planning that considers content, prioritizes concepts, identifies appropriate grouping arrangements and addresses various student-related factors. The second is to provide teachers with a framework and set of specific strategies for adapting and modifying tasks and materials for students who still need more accommodation to be successful learners than good curriculum and lesson planning can provide.

In the third module, teachers will learn more about students with exceptionalities and those from diverse backgrounds. Although definitions, characteristics and prevalence of the various categories of exceptionality will be addressed, they will not be emphasized. The emphasis, instead, will be on providing basic information that teachers will need to know in order to integrate students with disabilities and those with special needs effectively into their classroom program. This will include general considerations and instructional guidelines by category of exceptionality. Linking student characteristics closely with instructional practices introduced in the second module ensures that teachers not only understand students with exceptionality better but also will know what they can do to better meet their individual learning and/or behavioral needs.

Course Organization and Learning Supports:

**To aid you in learning, the topic covered each week is organized into the following five Lesson Segments:**

**Segment 1: Content Goals for the Lesson.**

Each weekly lesson opens with a brief overview of the content goals. These are designed to provide you with an understanding of the key ideas to be addressed in the lesson and to set the stage for your learning.

**Segment 2: Opening/Advance Organizers.**

Following this, you will be asked to complete some advanced organizer activity designed to help you link new information to your prior knowledge stored in long term memory. These advance organizers take many different forms, ranging from selecting the answers to a short multiple choice quiz, to writing journal responses to one or two thought-provoking questions, to analyzing vignettes of a problem situation in teaching. This is one of the required activities that you will complete each week. In fact, you will be "closed out" of the instructional portion of the class (Segment 3) until you complete this segment.

**Segment 3: Content/Instructional Portion.**

In this segment of the lesson, you will be given the content you need to achieve the goals described in the first segment of the lesson. As you work through this portion of the lesson you will find various short, targeted assignments designed to assess your understanding or obtain your reactions to the content under study. These are to be shared with your instructor and your fellow students and will be graded weekly on a five-point scale. See the entry entitled, Weekly Participation Journal under the Course Requirements and Grading section of this syllabus for more detail.

**Segment 4: Knowledge Application Exercise.**

At the end of each week's lesson, you will find a knowledge application exercise. These exercises assume that you are currently teaching in a classroom. If you are not teaching at this time, please think about a classroom in which you have been, or think about how you would like a future classoom to be, when completing this assignments. These exercises are designed to give you immediate opportunities to apply the knowledge that you are learning each week in this class and, as such, may take many forms. For example, you may be asked to interview a colleague on her/his co-teaching experience, write a reflective statement on your beliefs about inclusion in response to one or two questions, review the IEP of one of your students and identify which (if any) IEP goals are being addressed in the general education classroom, examine a problem scenario involving a student and discuss three things you would do to improve this youngster's access to the general education curriculum or read a description of a hypothetical student and an instructional task and describe what adaptations you would make to better meet this student's needs. Since these assignments are more rigorous and more in-depth than the weekly participation activities you will only be required to complete three of them during the semester. **You are required to complete and submit the Week 5 Knowledge Application Exercise, and in addition, select THREE other knowledge application exercises--one from each of the three Modules in the course. Note: In Module #1, please choose only from Week 3 or Week 4.**

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| ***Short Description of Knowledge Applications***  *These are short summaries (they are not complete) of the Knowledge Application assignments to help guide your four (4) choices of assignments: one from each module, and #5 required.  A “plus” (+) indicates that you will need to use your educator network to observe in a classroom or conduct interviews with practicing teachers.  If there is no mark, then you will be able to complete this activity using other resources.*    ***MODULE 1 (Choose either #3 or #4. You MUST do #5):***    ***Week 3: Mainstreaming, Regular Education Initiative and Inclusion: Rights and Responsibilities of Classroom Teachers***    *Your text lists tips for teachers in implementing an IEP.  We have organized these tips into six general categories.  You will review this list and mark the categories where you feel competent with a "C"; mark those that you feel you need help with a "H", giving brief supporting comments for your assessment of your own competencies and needs.*    ***+Week 4: Building Inclusive Schools: The 4 C's: Collaboration, Consultation, Coordination and Co-Teaching***    *You will analyze the collaborative opportunities available in your school and find out which ones are working well and which ones are not.  Using information gained from interviews of three individuals, you will write a short paper presenting your findings. For each team structure (teacher assistance team, pre-referral intervention assistance team, multidisciplinary IEPC team, grade level team/school improvement team) discussed with interviewees, you will summarize the data, and evaluate evidence of “best practice”.  You will then make suggestions for improvement for one type of team.*    ***+REQUIRED Week 5: Building Inclusive Schools: (Contact your instructors for an alternative, if you have no access to a school)***    *You will observe and analyze co-teaching practices, resulting in recommendations for improvement.*    *WHO: A teaching team—yours or another in your building*  *HOW: Conduct interviews, using the Frameworks for Maximizing Co-Teaching*  *WHAT: Write a synthesis paper comprised of three sections:*      ***MODULE 2:***    ***+Week 6: Planning Process for Exceptional Learners***    *You will critically analyze one teacher's planning and instruction by examining his/her lesson plan, interviewing  the teacher about his/her planning practices and observing the teacher’s instruction during the lesson.*    ***Week 7: Managing Student Behavior and Promoting Social Acceptance***    *Pretend that you are a Behavior Management Expert who works for the Positive Behaviors and Social Skills Institute.  You will develop an in-service presentation, based on the content for this week.  The topic will be  “Improving Classroom Behavior and Social Skills”.*    ***Week 8: Promoting Inclusion with Classroom Peers and Enhancing Motivation***    *You are to select one of the strategies presented in this weekly session and explore it in more depth.  You will share what you learned with your colleagues by writing a paper where you identify and describe the strategy, summarize research findings to support the use of the strategy, discuss what you learned from your research about this strategy, and describe the advantages and disadvantages of the use of this strategy.*    ***Week 9:  No School--Enjoy your time off!***    ***Week 10: Teaching Content Effectively and Making Curricular and Task Adaptations and Accommodations***    *From three short vignettes of students, each one accompanied by a brief description of a classroom task, you will select two students.  You will evaluate the tasks for possible difficulties, and describe modifications to increase the student’s chances of success for these tasks.  Your written commentary will provide reasons and evidence for the recommendations you make.*      ***MODULE 3:***    ***+Week 11: Teaching Students with Learning Disabilities, Attention Deficit Disorders and Communication Disorders***    *You will assess a student in your classroom identified with Learning Disabilities, Attention Deficit Hyperactivity Disorder or Communication Disorders and modify a lesson or unit you plan to teach.  The focus will be to modify the lesson(s) by increasing the number of ways this student can learn the information or skills, and can subsequently demonstrate learning.*    ***Week 12:  Teaching Students with Emotional Impairments and Behavior Disorders***    *You will read two scenarios designed to promote your integration and application of the information provided in this week's class by reading each scenario and answering questions that call for analysis and recommendations.*    ***Week 13: Teaching Students with Mental Impairments and Severe Disabilities (***    *Using the lesson plan structure and adaptation and accommodations strategies presented in a previous Module, you will modify the lesson by addressing the ways that a student with significant cognitive disabilities could accomplish partial participation.*    ***Week 14: Teaching Students with Visual Impairments, Hearing Impairments and Physical or Other Health Impairments***    *Students with hearing impairments, visual impairments, physical disabilities, and health impairments constitute a small proportion of the population of students needing special services. In this segment, you will view a video regarding available technology that is not only helpful to the students in these categories of disability, but also has provided new opportunities for students with other disabilities as well!  After you have finished viewing the video, we ask you to respond to short answer questions and comment on the application of Assistive Technologies for students with other disabilities whom you may have in your classroom.*    ***Week 15 Teaching Other Exceptional Learners: Students with Communication Disorders, Students At-Risk, Culturally/Linguistically Diverse Learners and Gifted and Talented Learners***    *This week’s content involves tips for teachers in making instructional accommodations for students who are culturally and linguistically diverse, at-risk and/or gifted and talented.  This assignment asks you to integrate this information by utilizing the Planning Pyramid and Dale's Cone of Experiences.  You will select a lesson you have developed and illustrate the number of ways you can present the lesson to accommodate students described in this week's lesson.  As part of this assignment, you will identify, describe, and support your reasons for an activity that you could implement in this lesson to enrich the lesson for a student.* |

**Segment 5: Weekly Course Evaluation.**

Each week's class will culminate with a 5-7 minute evaluation. Here you will be asked a few multiple choice questions designed to evaluate the strengths and weaknesses of each week's lesson. For example, you will be asked to assess the lesson's opening activity and whether it was helpful in getting you to think about the content and you'll be asked to evaluate whether the Knowledge Application Exercise helped you to integrate, synthesize and apply the content presented in the lesson. To ensure that you can be completely honest in your assessments, we have taken precautions to ensure that you will remain anonymous. Course instructors will not have access to individual ratings and comments. Instead we will get a summary sheet of your feedback in the aggregate

**Participation Requirements and/or Projects:**

Each week's lesson also contains a section where all participation requirements and projects are posted. In this section, the instructor provides you, at a glance, with a clear explanation of assignments and expectations for every given week. Since course participation is critical to your success in this course, please expect that you will be required to engage in some on-line discussion and post some participation assignments each week. BE SURE TO CHECK THIS SECTION EACH WEEK, THOUGH FOR EXPLICIT REQUIREMENTS.

**Net Searches or Other Resource Material:**

Finally, there will be a resource section attached to every weekly lesson. Our goal in including this section is to provide a space where we can co-construct a resource library that will be shaped and added to during this semester and in the semesters to come. We will put the information and resources that we have collected prior to the beginning of the class on the appropriate weekly sites. For ease of use, we will organize the entries into number of sub-categories. Naturally, these categories are placeholders that will change or be added to as the variety and amount of materials increase. Please add whatever you find about a given topic to this site (At the end of your entry, please include you name and e-mail address. This will allow us to contact you if we have questions about a given entry and it also allows us to recognize you as the contributor).

TOPICAL COURSE OUTLINE

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| |  | | --- | | **Module #1: The Fundamentals: Legal Mandates, Practices and Models** | |

[**Week 1**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=8C60D0C80C4444D69DF03795BDF740DD)**: ( 01/12/09 )**

* Getting Started: Orientation, Technical Issues and Introductions

[**Week 2**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=5D78A48FE5FA49E1BAB7C1C0613200E7)**: ( 01/19/09)**

* I.D.E.A. and Inclusion Education
  + Personal Experiences and Reflections About Inclusion
  + What is I.D.E.A.?
  + Who is Served Under I.D.E.A.?
  + Who is NOT served Under IDEA? Other Instances of Diversity  
    --Culturally and Linguistically Diverse Students  
    --Students At-Risk

[**Week 3**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=2446CF423BF24F609E28061B0DE1D0DA)**: ( 01/26/09 )**

* Mainstreaming, Regular Education Initiative and Inclusion: Rights and Responsibilities of Classroom Teachers
  + Overview and Definition of Key Terms
  + Participation in the Referral and Planning Process
* Rights and Responsibilities of Classroom Teachers
  + participating in the referral and planning process
  + developing and implementing the Individual Education Program (IEP)

[**Week 4**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=3318C42FDDBE4F0F82DA85CEFE605C39)**: ( 02/02/09 )**

* Building Inclusive Schools: The 4 C's: Collaboration, Consultation, Coordination and Co-Teaching
* Critical Communication and Problem-Solving Skills
  + Acceptance
  + Listening
  + Questioning
  + Staying Focused
* Consultation and Collaboration
* A Consultation Model
  + A Peer Collaboration Model
* Working with Parents

[**Week 5**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=67DE36DEB0624FCFA53ABA87E1E757EB)**: ( 02/09/09 )**

* Building Inclusive Schools: (cont.)
* Collaborative Teaching (Co-Teaching)
  + A conceptual framework
  + Goal Setting and Planning
  + Implementing and Assessing Process
  + Identifying and Evaluating Outcomes

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| |  | | --- | | **Module #2: Teaching Tools and Instructional Strategies for Increasing Student Access to the General Education Curriculum and Success in Inclusive Settings** | |

[**Week 6**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=EEA19DF76AA741F3B773690B6FD2620A)**: ( 02/16/09 )**

* Planning Process for Exceptional Learners
  + Research-based Instructional Practices (activating background knowledge, maximizing engaged time, making effective teacher presentations, monitoring practice activities, conducting reviews and curriculum-based assessments)
  + Instructional Grouping
  + Components of a Model Lesson
  + Model of the Planning Process (long term, unit and lesson)
    - Identifying Scope and Sequence
    - Identifying Content Goals
    - Linking Curriculum Pacing with Types of Learning
    - Creating Appropriate Learning Activities
    - Assessing Understanding

[**Week 7**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=9D498391A0894179840F412F78CB537D)**:( 02/23/08 )**

* Managing Student Behavior and Promoting Social Acceptance
  + Basic Principles of Managing Student Behavior
    - Understanding Behavior Problems
    - Observing and Recording Behavior
    - Using Effective Classroom Management Strategies
    - Handling Confrontations
    - Schoolwide Discipline Systems
  + Teaching Social Skills
    - Social Skills Assessment
    - Training Students to Improve Social Skills
    - Conduct On-The-Spot Training
  + Engaging in Positive Behavior Supports

[**Week 8**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=70B08653653E412CA64EC162B60E901E)**: ( 03/02/09 )**

* Promoting Inclusion with Classroom Peers and Enhancing Motivation
  + Promoting Social Acceptance (Circle of Friends)
  + Peer Assistance
  + Classroom Wide Peer Tutoring
  + Cooperative Learning
  + Raising Students' Self-Esteem
  + Provide Opportunities to Increase Self-Efficacy
  + Teach Students to Set Goals and Use Positive Attributions
  + Arrange Counseling Interventions When Needed

[**Week 9**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=C9054739E91B4ACCB6117484F4DF548F)**: ( 03/09/09 )**

* **Break Week - No Class**

[**Week 10**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=069CC36BB246461BA94C89985F9EEF33)**: ( 03/16/09 )**

* Teaching Content Effectively and Making Curricular and Task Adaptations and Accommodations
  + Definition
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

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| |  | | --- | | **Module #3: Exceptionalities: Definitions, Characteristics, Prevalence, General Considerations and Instructional Guidelines** | |

[**Week 11**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=0B13EE662C1D496A8FBF4D17A1B12605)**: ( 03/23/09 )**

* Teaching Students with Learning Disabilities, Attention Deficit Disorders and Communication Disorders
  + Definition
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

[**Week 12**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=9C786277399E4A33AD5E3EE2095C6D27)**: ( 03/30/09 )**

* Teaching Students with Emotional Impairments and Behavior Disorders
  + Definition
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

[**Week 13**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=65B65359A7844F17905A516A039F3DE5)**: ( 04/06/09 )**

* Teaching Students with Mental Impairments and Severe Disabilities
  + Definitions
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

[**Week 14**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=BE16839DAEC24011A95CCFC4EBCE23C6)**: ( 04/13/09 )**

* Teaching Students with Visual Impairments, Hearing Impairments and Physical or Other Health Impairments
  + Definitions
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

[**Week 15**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=7963205C81CB4093A2209ADD5DE41B3E)**: ( 04/20/09 )**

Teaching Other Exceptional Learners: Students with Communication Disorders, Students At-Risk, Culturally/Linguistically Diverse Learners and Gifted and Talented Learners

* + Definitions
  + Characteristics & Prevalence
  + General Considerations
  + Instructional Guidelines

[**Week 16**](https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=9736C3D9500D481896B06D709F5D3660)**: ( 04/27/09 )**

* Putting it all together: Discussing Problem-Solving Projects
* Individual meetings via Online Chat

Course Requirements and Grading

**Assignments and Modes of Instruction:**

A variety of assignments and experiences will be used to help lead you to successful completion of the course objectives. These include on-line chats, the use of weekly participation journals; class projects focused on critical course content; and a semester-long project, which allows you to synthesize and apply the information, you are learning in this class. Although this course is offered on-line which necessitates a lot of reading and independent work, every attempt is made in this course to create interactive discussions between and among class participants. Toward this end, you will spend some time every week interacting with your instructors, participating with partners or small groups of students in inquiry-based discussions, and responding through writing (e.g., journals).

Course Projects:

There are four major kinds of course projects that you are required to complete and submit for this course. These are designed to support and synthesize what you are learning about teaching students with special needs and are designed to compliment one another.

**Weekly Participation Journal**. The first major category of assignment is called the Weekly Participation Journal (14 @ 5 points each = 70 points). The quality of this course will largely depend upon the type of learning community we create with each other. Thus, you will be asked, each week to communicate with your colleagues and with the course instructors about what you are learning. Although each assignment will differ, they will range from reacting to a reading, taking a pro/con stand on an issue or engaging in a problem-solving activity around a given student. Posting will be graded on a 5 point scale where 5= Thorough and thoughtful, evidencing integration and synthesis of course readings and on-line lecture, 3= Answers questions satisfactorily and demonstrates that material has been read and 1=Shallow responses which focus mostly on opinion, No evidence of course readings, class discussions and independent web-searches in postings.

The activities that will be graded each week are identified in the "**Reminder-Did you..**" section of each weekly lesson. **Weekly journal assignments begin Week #2**.

**On-Line Chats**. The second major category of assignment is called the [On-Line Chat](https://angel.msu.edu/section/intouch/default.asp) (14 @ 5 points each = 70 points.)  Online chats will begin during ***Week 2***.  This is the place where all of us "come together" to clarify concepts, ask questions and discuss what we're learning. In essence, it is our "class time." To ensure that all students can participate atleast one time a week, On-Line Chats will be held at four different times each week: **Tuesdays, 8:00 - 9:00 P.M. E.S.T., Thursdays, 6:00 - 7:00 P.M. E.S.T., Saturdays, 8:00 - 9:00 A.M. E.S.T., and** **Sundays, 9:00 - 10:00 A.M. E.S.T.**   These days and times are firm, with the exception of Week 9 (Spring Break).   Always be sure, though, to check the Announcements Section of each weekly lesson plan. Any changes in plan will be posted there. Chats will be graded on a 5 point scale as well where 5= On-time sign-on, Continuous participation, Evidence of thorough and thoughtful integration of course readings and on-line lectures, 3= Late sign-on or early sign off (less than 10 minutes either side), Continuous participation, satisfactory integration of course readings and lectures and 1= Late arrival and/or early departure, (more than 10 minutes on either side),  Participation gaps,  Evidence of lack of integration of course readings and on-line lectures.

If you are unable to attend your assigned chat-time, you are responsible for finding a classmate from another chat time who is willing to switch with you. Always notify your chat time monitor/instructor and be sure to confirm your switch. You are ultimately responsible for your chat grade.

**Knowledge Application Exercise**.The third major category of assignment is called the Knowledge Application Exercise (4 @ 20 points = 80 points). One purpose of an assessment is to find out whether the learner understands and/or can apply the content presented and discussed in class. This approach to assessing your understanding is to provide you with a knowledge application exercise to complete. Each weekly lesson will include one knowledge application exercise. These are designed as vehicles for summarizing, consolidating and synthesizing information presented in class or as mini- problems to be solved. You will do FOUR of these across the semester. **You are required to complete and submit the Week 5 Knowledge Application Exercise, and in addition, select THREE other knowledge application exercises--one from each of the three Modules in the course. Note: In Module #1, please choose only from Week 3 or Week 4**. .

**Final Project**. The final major category of assignment is the Final Project. (1 @ 50 points= 50points). In this assignment you are to write a Problem of Pracitce (POP) paper that demonstrates how you are integrating and synthesizing the work you have done throughout the semester. In particular, you will describe, analyze, create an action plan for and a method of evaluation for a problem of practice of your chosing. Specific directions and a rubric will be provided later in the semester.

The project must be placed in the Drop-Box in the Final Folder by **May 4, 2009.**

Late Assignments:

It is assumed that you are a professional teacher who is taking this course because you are *committed* to educating all children. As such, your *active* participation is required to master the content of this course. If you fail to submit application exercises or class postings in a timely manner, it will affect the quality of the outcome, --not only for yourself but for all of your classmates. The content in this course cannot be mastered simply by reading the weekly content presented on-line or reading the text. It is constructed with and among ourselves as a community of professional learners. Thus, individuals who fail to submit their assignments on time will lose 15% of their grade for each day the assignment is late. No assignment for a given week will be accepted once the assignments for the following week come due. If this occurs more than once during the semester, we will require a phone conference with you to discuss whether the course content can be adequately covered. You may be asked to drop the course. If extenuating circumstances do occur during the time the course is being offered, then please contact me as soon as possible to discuss alternatives.

**Academic Honesty and Integrity:**We assume that the student is honest and that all course work and examinations represent the student's own work.  Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.  
**Incidents of plagiarism are taken very seriously and will be pursued.** Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.  
For University regulations on academic dishonesty and plagiarism, refer to http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html  
 http://www.msu.edu/unit/ombud/plagiarism.html

Grading Scale:

So that you can calculate your grade in this course after each assignment, the grading scale is as follows:

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| **Percentage** | **Grade** |
| 100 - 93% | 4.0 |
| 92 - 87% | 3.5 |
| 86 - 81% | 3.0 |
| 80 - 75% | 2.5 |
| 74 - 69% | 2.0 |
| 68 - 63% | 1.5 |
| 62 - 60% | 1.0 |
| Below 59% | 0.0 |

Course Text:

**Please note: There is a required textbook for this course**. It is:

Vaughn, S., Bos, C. and Schumm, J.S. (2007). Teaching exceptional, diverse and at- risk students in the general education classroom. Boston: Allyn & Bacon, 4th ed.. ISBN #: 0-205-407730.

You purchase this book online from a number of vendors. One option is:

<http://www.amazon.com/Teaching-Students-Exceptional-Education-Classroom/dp/0205407730/sr=11-1/qid=1166124956/ref=sr_11_1/002-8418741-9271204>