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## C&I 518.01: Inclusion and Collaboration

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**Curriculum and Instruction 518**  
**Inclusion and Collaboration**  
**Fall, 2002**

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“I try never to let my schooling interfere with my education.” Mark Twain

Course Purpose:

C&I 518 Inclusion and Collaboration is designed to provide students with an awareness of the legal and ethical issues involved in responsible inclusion. The focus of the course encompasses historical and philosophical changes that have resulted in the inclusion of individuals with disabilities through multidisciplinary and collaborative practices.

Course Objectives:

Participants in this course will be able to:

- 1) articulate the outcomes of traditional programs of educating students with disabilities;
- 2) define the legal implications of least restrictive environment (LRE);
- 3) describe empirically- based strategies for successful inclusive programs;
- 4) discuss the historical changes in the foundational needs of persons with disabilities;
- 5) differentiate curricular and instructional adaptations in terms of modifications and accommodations for students with disabilities in the general education setting;
- 6) evaluate the significance of a learning experience for a student with a significant disability in the regular classroom;
- 7) analyze alternative service delivery approaches, including co-teaching, team teaching and consulting/collaborative teaching models;
- 8) delineate the benefits and challenges of inclusive schooling for individuals with disabilities as well as for teachers, students, parents and communities;
- 9) describe the rationale of the multidisciplinary team concept per IDEA;
- 10) demonstrate competence in the ability to work ethically and constructively with families and school personnel.

Instructional Methods:

Effective teaching methods will be modeled throughout the course and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities, student-led presentations and discussions, in traditional classrooms and online. In addition, case studies will be utilized regularly for student

reflection and inquiry-based learning. Students who need additional individualized accommodation due to a disability should contact the professor at the beginning of the course. The use of email correspondence with the instructor (kkelly@selway.umt.edu) is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction (Blackboard) will occur during the course and student participation will be required.

Login at <http://umonline.umt.edu>

Username: last name + last four digits of your student ID

Password: your 6 digit birthdate ( i.e. 060181)

#### Required Texts:

Byrnes, M.A. (2002). Taking Sides: Clashing Views on Controversial Issues in Special Education . Guilford, CT: McGraw-Hill.

Halmhuber, N. & K.J. Beauvais (2002). Case Studies About Children and Adolescents with Special Needs. Boston: Allyn & Bacon.

Sands, D., E. Kozleski & N. French. (2000). Inclusive Education for the 21<sup>st</sup> Century., Belmont, CA: Wadsworth Pub.

Shapiro, J.1994). No Pity. New York: Random house.

Tomlinson, C. & S. D. Allan (2000). Leadership for Differentiating Schools and Classrooms. Alexandria, VA: ASCD.

#### Course Requirements:

1. **Class participation**-Students are expected to read the assigned material(s) and participate in class and on-line activities. Individual tasks, small group and whole class threaded discussions and virtual chat sessions will occur regularly during the online sessions. Students will be required to keep an “online” log of time spent in distance learning activities **(10%)**.
2. **Reflective Essay**-At the conclusion of Unit One, students will complete a reflective essay related to the information discussed in class and integrate their views and knowledge related to inclusion and collaboration **(15%)**.
3. **Taking Sides**-Students will locate and summarize 5-6 research studies related to one of the issues from Taking Sides (Byrnes, 2002). This literature review (APA format, 5<sup>th</sup> ed.) will focus on empirical studies conducted within the last ten years and will include an introduction to the issue (s), a well-organized literature review and an analysis/conclusion with recommendations for further research. Papers will be submitted individually for grading, however, students selecting similar issues will present their views as a group during Unit Two of the semester **(20%)**.
4. **Collaborative Online Seminars** –Student groups of three will select a chapter from the text, review major issues and then lead the class into discussion using

powerpoint presentations and discussion forums. Chapter outlines/summaries/ideas to be addressed will be provided to the instructor prior to the online session (20%).

**5. Collaborative Teaching/Learning Unit-**Students will work collaboratively (in groups of three or four) to develop an integrated unit of their choice utilizing the practices of differentiated curriculum. Threaded discussions or chat sessions will document the collaborative work of each team and a final product will be presented informally during the final class chat session. Units will be submitted to the professor for grading (15%).

**6. Final Exam:** Students will complete a comprehensive essay exam (20%).

**UNIT ONE: (Sept. 4-October 2)**

Introduction to the course

Inclusion & Collaboration Defined

“No Pity” seminars

Special Education Update: Laws and Policies (Sands text, Chapter 1 & 2)

Schooling the Whole Child (Sands text, Chapter 3,4 & 5)

Case studies: Collaboration: Confusion, Cooperation or Chaos??

Accessing C & I 518 on the Blackboard

**Self-Reflective Essay: October 2**

**ONLINE DISCUSSIONS (NO CLASS MEETINGS): Sept. 18, Sept.25**

**UNIT TWO: (October 9 – November 20)**

Strategies for Inclusive Schools (Sands text 6,7 & 8))

Taking Sides: Critical Issues in SPED: Debates

Case studies: Roles and Responsibilities

**Research Paper: DUE November 20**

**ONLINE DISCUSSIONS (NO CLASS MEETINGS): October 9, October 30, November 13**

**NOTE:NO CLASS WED. NOV. 27 due to Thanksgiving Holiday**

**UNIT THREE: (December 4-18)**

Differentiated Curriculum (Tomlinson text)

Developing Responsive Curricula for Diverse Learners (Sands text 9-11)

Developing Instructional Strategies for Diverse Learners

Meeting the Needs of All Learners

Collaborative Unit Presentations

**Online Activity Log: Due December 16**

**Final Exam: Dec. 18**

Grading Scale:

A= 90%-100%

B= 80%-90%

C= 70%-80%

D= 69% and below