EDUCATING DIVERSE LEARNERS IN INCLUSIVE SETTINGS
EDT 340-01

COURSE REQUIREMENTS

Instructor: Professor Beth Engelhardt
Phone: 229-3572
M/W 12:00-1:15
Credit Hours: 3
E-mail: Elizabeth.Engelhardt@notes.udayton.edu
*This is a tentative schedule. Any changes will be announced in class.

Class Policies:
1. Facilitating will include: experiential, small group discussions, expert guests, class discussions, videos, projects, handouts, daily written feedback/conversation, and lectures.

2. All presentations, papers are required to be typed, double spaced with grammar and spelling checked before submitting for feedback. This is a college class. College level performance is required.

3. Attendance/Participation -- Class is a requirement of the course work. There are many experiences that cannot be accomplished without attending class. You are expected to arrive on time and to stay for the entire class period. Students missing more (leaving early and coming late) than two class periods will not be able to attain higher than a B for a final grade regardless of the points they’ve earned. Participation and excitement of learning will be encouraged in class and 10 points are awarded for this, so you need to be present in class to earn these points. This is a live performance and much of the learning and information is presented during class, which requires your participation. These 10 points are required to get a grade of an A.

4. If a student needs reasonable accommodations for a disability, he/she should discuss this with the instructor during the first week of the quarter.

5. All projects have a due date. Please plan ahead and turn in assignments on the
due date. Assignments turned in late will get a 50% point reduction. You can always turn assignments in early for points and if it doesn’t meet the requirements you may redo it for additional points. Papers turned in late cannot be resubmitted.

6. Cell phone etiquette: All cell phones need to be on silent mode while class is in session. Please be reminded that it is disruptive to the class concentration to be disturbed by someone’s cell phone. Please practice role modeling your values while in class and respect your fellow students and instructor.

7. If a student is absent, it is the student’s responsibility to make up any missed work: obtain information given in class, and get class handouts.

## Point Value

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Adapted Lesson</td>
<td>10</td>
</tr>
<tr>
<td>Technology Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Software Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Multicultural Book Review</td>
<td>10</td>
</tr>
<tr>
<td>Portfolio Entries (4 total – 1 per PRAXIS Domain)</td>
<td>10 points per entry =40</td>
</tr>
<tr>
<td>Final Adapted Learning Experience</td>
<td>10</td>
</tr>
<tr>
<td>Placement</td>
<td>10</td>
</tr>
<tr>
<td>Attendance, Participation and Professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Self Design</td>
<td>5-15</td>
</tr>
<tr>
<td>Extended Readings</td>
<td>8</td>
</tr>
<tr>
<td>Video Review</td>
<td>2.5</td>
</tr>
<tr>
<td>Speaker Review</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(95-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(93-94)</td>
<td>3.6667</td>
</tr>
<tr>
<td>B+</td>
<td>(91-92)</td>
<td>3.3333</td>
</tr>
<tr>
<td>B</td>
<td>(87-90)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(85-86)</td>
<td>2.6667</td>
</tr>
<tr>
<td>C+</td>
<td>(82-84)</td>
<td>2.3333</td>
</tr>
<tr>
<td>C</td>
<td>(78-81)</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>(74-77)</td>
<td>1.6667</td>
</tr>
<tr>
<td>D</td>
<td>(66-73)</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-65)</td>
<td>0.0</td>
</tr>
</tbody>
</table>
# CLASS SCHEDULE

**August**

22  Introduction to syllabus, text, activities, requirements, etc., Read Chapter 1

24/29  Through the Cracks (book and discussion)  
        Defining Exceptionalities & Inclusion (Domains A & D)  
        Chapter 1

29/31  History/Legislation  
        Chapters 1 & 2

**September**

7/12  The No Child Left Behind Act (NCLB)  
      Teaming/The Prereferral Process/IEP’s (Domains A & D)  
      Chapter 2

14/19  Special Students, Special Needs (Domains A & C)  
       Causes of Learning Problems  
       Chapter 3

21/26  How Difficult Can This Be - video  
       Extended Readings Due

28/Oct. 3  Adapting Instruction (Domains A & C)  
           Bring material to class,  
           Evaluation & Assessment (Domains A, C, &D)  
           Chapter 4

**OCTOBER**

5/12  Behavior Management/Functional Behavior Plans  
      Problem solving Session (Domain a & B)  
      Chapter 5  
      Software Evaluation Due

17/19  Midterm -one draft (one section) adapted lesson due  
        Portfolio Entry Due
24/26 Promoting Social Acceptance (Domain B)
Chapter 6

31 Classroom Environment (Domain B)
Chapter 7
Multicultural Book Review Due

NOVEMBER

2/7 Technology in the Classroom
Technology Project Due
Chapter 8

9/14 Chapter 16 Students at risk (Domains A, B, C & D)

16/21 Culturally & linguistically Diverse Students Chapter 17

28/30 In class work on final presentation

DECEMBER

5 Critical Issues, in class work on final presentations

12 Final Exam (Lesson Presentation) (12:20-2:10) Adapted Lesson Due

STUDENT’S LEARNING CHOICES/OPTIONS
Below are various projects to choose from. To accumulate points toward your final grade, choose several projects from the list. Each item is worth a maximum amount of points, which will be awarded based on the quality of your work submitted. Refer to the possible points on page 2. Use this page to help determine the total amount of points you would like to work towards. Then, choose several projects that would equal your target grade. You may want to choose an extra project, since you may not earn the maximum points available (points are awarded based on the quality of your work.) The final 10 points are awarded based on attendance and participation only. (No commercial or store bought items)
EXTENDED READING/ADDITIONAL READINGS

A list of possible books/authors are listed on the syllabus. You are not limited to the instructor's suggestions and may select books that are of interest to you. Documentation for you're outside reading will be accomplished by writing a short (critical) review of the reading in your file. (no more than two pages in length)
This is to be a critical review including your feelings and comments on the reading. Search out books, magazines, articles of interest, and ones that will help you grow as a teacher.

SELF-DESIGNED

The self-directed project allows you the freedom to design your own learning. It encourages you to discover your areas of interest and stimulates your own ideas about learning. Included in this project will be supportive gathering of information through reading of material related to your project. Suggestions might be: write a paper on a child's understanding of death, design an activity to enhance the four areas of development and present them to the class, evaluate and develop a list of appropriate picture books for a specific age group of children, evaluate the environment in a center or school, and (Make this activity meaningful to you). If you are presently teaching, or if you are working in a center/school, concentrate on an area that you would like to improve. If you have not, or are not working in a center/school, try something that interests you, or something that you would like to know more about. You can do more than one self-designed activity. (These are not to be commercially produced or store bought items. Nor can they be projects/papers turned into another class for grades. No Power Point presentations either.)

Multicultural/Diversity BOOK

The student will bring to class and discuss a book that relates to a multicultural theme and that is developmentally appropriate for young children. The student will submit a written plan as to how the cultures portrayed in the book could be integrated (this would be an activity to reinforce one of the concepts in the story) into the total learning environment. In other words an activity or project that you would do to reinforce the learning that you want to accomplish from reading this particular book to the children.
VIDEO REVIEW

Due by the next class after the video is viewed.

A selection of videos will be presented during class time. You may answer the following questions:

• What new information did I learn from this video?
• How did this video relate to the course work?
• With which parts of this video did you agree/disagree?

The response to the questions needs to have the title of the video on the paper and is to be placed in your folder.

It is the student's responsibility to turn in the required course work on time. No assignments will be accepted after the December 12 without prior approval of the instructor.

All course work is due by December 12.