Course Prefix and Number: ESP 444-003
Course Title: Special Education Techniques in Inclusive Settings
Credit Hours: 3
Semester: Fall 2006
Instructor: Mia Youhne
Class Time: Wednesdays: 7:00 pm-9:45 pm
Class Location: CEB 133
Office/Hours: CEB 147
Tuesdays & Wednesdays 12:00 pm-3:30 pm and by appointment
Telephone: 895-1106
e-mail: youhne@unlv.nevada.edu
Prerequisites: ICE 201 or ICS 201 or PED 170 or EDW 135 or ESP 200 or ECE 250

Course Description:
A survey of special education emphasizing accommodating students with disabilities in the general classroom including: legal mandates and regulations, characteristics and educational needs of students with disabilities, and instructional techniques which can be used with these students in the general classroom.

CEC Common Core Guidelines Addressed
1 Foundations
2 Development and Characteristics of Learners
3 Individual Learning Differences
4 Instructional Strategies
5 Learning Environments and Social Interactions
7 Instructional Planning
8 Assessment
9 Professional and Ethical Practice
10 Collaboration

COE Assessment System Learning Outcomes Addressed
#1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
#2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development
#5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Course Objectives:
Knowledge
Upon completion of this course, the student will demonstrate competence in the following:

CEC Common Core Guidelines
INTASC
Special Education
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1K1</td>
<td>Models, theories, and philosophies that form the basis for special education practice.</td>
<td>1.01, 2.04</td>
</tr>
<tr>
<td>CC1K2</td>
<td>Laws, policies, and ethical principles regarding behavior management planning and implementation.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K3</td>
<td>Relationship of special education to the organization and function of educational agencies.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K4</td>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
<td>1.04, 1.11, 1.13, 8.08, 10.07</td>
</tr>
<tr>
<td>CC1K5</td>
<td>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</td>
<td>1.04, 1.13, 3.04, 8.07, 8.09</td>
</tr>
<tr>
<td>CC1K6</td>
<td>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</td>
<td>1.04, 8.07</td>
</tr>
<tr>
<td>CC1K9</td>
<td>Impact of the dominant culture on shaping schools and the individuals who study and work in them.</td>
<td>3.04, 10.04</td>
</tr>
<tr>
<td>CC1K10</td>
<td>Potential impact of differences in values, languages, and customs that can exist between the home and school.</td>
<td>3.03, 3.04, 6.03, 10.02, 10.04</td>
</tr>
<tr>
<td>CC2K2</td>
<td>Educational implications of characteristics of various exceptionalities.</td>
<td>1.08, 3.05, 2.01, 7.06</td>
</tr>
<tr>
<td>CC2K5</td>
<td>Similarities and differences of individuals with and without exceptional learning needs.</td>
<td>2.01</td>
</tr>
<tr>
<td>CC2K6</td>
<td>Similarities and differences among individuals with exceptional learning needs.</td>
<td>2.05</td>
</tr>
<tr>
<td>CC3K1</td>
<td>Effects an exceptional condition(s) can have on an individual’s life.</td>
<td>1.08, 2.01, 2.05, 3.02, 3.06, 10.10</td>
</tr>
<tr>
<td>CC3K5</td>
<td>Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</td>
<td>1.08, 2.01, 2.06, 3.04, 3.09, 9.04</td>
</tr>
<tr>
<td>CC5K4</td>
<td>Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</td>
<td>6.05</td>
</tr>
<tr>
<td>CC5K7</td>
<td>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</td>
<td>5.03</td>
</tr>
<tr>
<td>CC7K1</td>
<td>Theories and research that form the basis of curriculum development and instructional practice.</td>
<td>1.02, 1.06</td>
</tr>
<tr>
<td>CC7K2</td>
<td>Scope and sequences of general and special curricula.</td>
<td>1.02, 1.06, 7.02, 7.03, 7.06</td>
</tr>
<tr>
<td>CC7K3</td>
<td>National, state or provincial, and local curricula standards.</td>
<td>7.06</td>
</tr>
<tr>
<td>CC7K5</td>
<td>Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</td>
<td>7.06, 10.03</td>
</tr>
<tr>
<td>CC8K2</td>
<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
<td>1.04, 1.13, 8.01, 8.11</td>
</tr>
<tr>
<td>CC8K3</td>
<td>Screening, pre-referral, referral, and classification procedures.</td>
<td>1.04, 1.05, 2.08, 3.04, 3.06, 8.01, 8.07</td>
</tr>
<tr>
<td>CC8K5</td>
<td>National, state or provincial, and local accommodations and modifications.</td>
<td>1.05, 8.03, 8.05, 8.11</td>
</tr>
<tr>
<td>CC9K1</td>
<td>Personal cultural biases and differences that affect one’s teaching.</td>
<td>9.02, 9.07</td>
</tr>
</tbody>
</table>
Importance of the teacher serving as a model for individuals with exceptional learning needs.

Models and strategies of consultation and collaboration.

Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

Discuss specific guidelines within the Nevada Administrative Code for Special Education Programs.

**Skills**

Upon completion of this course, the student will:

- **CC1S1** Articulate personal philosophy of special education.
- **CC4S3** Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- **CC5S3** Identify supports needed for integration into various program placements.
- **CC7S1** Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- **CC9S8** Use verbal, nonverbal, and written language effectively.
- **CC9S10** Access information on exceptionalities.

**Dispositions**

Upon completion of this course the student will display the following dispositions:

- **CC9S1** Practice within the CEC Code of Ethics and other standards of the profession.
- **CC9S5** Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- **CC9S6** Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- **CC9S11** Reflect on one's practice to improve instruction and guide professional growth.
- **CC10S1** Maintain confidential communication about individuals with exceptional learning needs.

**Cross-reference of COE Principles and INTASC Standards**

<table>
<thead>
<tr>
<th>COE Principles</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content Knowledge</td>
<td>S1 Subject Matter</td>
</tr>
<tr>
<td>2 Individual Development</td>
<td>S2 Student Learning</td>
</tr>
<tr>
<td>3 Diverse Learners</td>
<td>S3 Diverse Learning</td>
</tr>
<tr>
<td>4 Planning Processes</td>
<td>S7 Variety of Instructional Strategies</td>
</tr>
<tr>
<td>5 Strategies and Methods</td>
<td>S4 Instructional Strategies</td>
</tr>
<tr>
<td>6 Learning Environments</td>
<td>S5 Motivation and Management</td>
</tr>
<tr>
<td>7 Communication</td>
<td>S6 Communication Skills</td>
</tr>
<tr>
<td>8 Assessment</td>
<td>S8 Assessment</td>
</tr>
<tr>
<td>9 Collaboration, Ethics, &amp; Relationships</td>
<td>S10 Relationships and Partnerships</td>
</tr>
<tr>
<td>10 Reflection &amp; Professional Development</td>
<td>S9 Reflection and Responsibility</td>
</tr>
</tbody>
</table>
Results

ESP 444 is an introductory class and is intended to build basic knowledge. Direct results to students with disabilities are not evaluated because of the introductory nature of the class.

Texts, readings, and instructional resources:

**Required Text:**


Textbook companion website: [www.ablongman.com/friend4e](http://www.ablongman.com/friend4e)

**Current & Classical References:**


Individuals with Disabilities Education Act, P. L. 105-17. (§1414 (d) (3) (B) (I)). (§1451 (a) (6) (H)). (1997).


**Internet Resources:**

The Council for Exceptional Children: [http://www.cec.sped.org](http://www.cec.sped.org)


Inclusive Education: Legal requirements and court cases: [http://www.uni.edu/coe/inclusion/legal/](http://www.uni.edu/coe/inclusion/legal/)

Information about inclusive / special education resources:

[http://www.familyvillage.wisc.edu/education/inclusion.html](http://www.familyvillage.wisc.edu/education/inclusion.html)


My Lab School: [http://www.mylabschool.com](http://www.mylabschool.com)

Course activities / requirements:

<table>
<thead>
<tr>
<th>COE Assessment System Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment # 1. Students will write a position paper on inclusive educational programs for children with and without disabilities.</td>
</tr>
<tr>
<td>Performance assessment type: Application exercise</td>
</tr>
<tr>
<td>Artifact: Position Paper</td>
</tr>
<tr>
<td>Position Paper Rubric attached</td>
</tr>
<tr>
<td><em>CEC standard CC2K5: INTASC Principle # 2, and COE LO # 2</em></td>
</tr>
</tbody>
</table>

| Assignment # 2. Students will develop and write behavioral objectives following an appropriate model for writing behavioral objectives. |
| Performance assessment type: Application exercise |
| Artifact: Written Behavioral Objectives |
| Evaluation Rubric attached |
| *CEC standard CC4S3:, INTASC Principle # 4 and COE LO # 5 and Principle # 1 and COE LO # 1* |

**Assignment # 1.** For the position paper on inclusive educational programs for children with and without disabilities:

You will provide a reasoned and referenced discussion of:

(a) your position regarding an inclusive approach to education (from an elementary or a secondary education point of view), and

(b) what challenges are encountered when implementing inclusive programs for children with and without disabilities.

Finally, your paper must address how we might deal with the challenges that might arise. You must provide references from the literature for the factual information you cite to support the position you take on the issue. Your paper should be 5 to 10 pages in length (not including cover and reference
page) and should draw information from at least four references. No more than 3 sources may come from online or internet information locations; and must be from scholarly, peer reviewed, or professionally recognized credible internet sources (e.g., the web sites of the Council for Exceptional Children). **Plagiarism of any sort is not tolerated. You are required to turn in a rough draft of your position paper.** Your rough draft will be graded according to content (10 pts.), APA (10 pts), and 2 references (5 pts).

(Rough Draft Due: 10/25) (25 pts.)

(Guidelines included with Course Syllabus; Due Date: 11/22) (100 pts.)

Assignment #2. Students will develop and write five (5) behavioral objectives following an appropriate model for developing behavioral objectives. See attached page for a description of a basic method for the writing objectives. Further description of the project will be provided in class.

(Guidelines included with Course Syllabus; Due Date: 09/20) (25 pts.)

**Writing Objectives**: Your objectives should tell a student what they have to do in order to show you that he or she has learned what you want them to learn.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start with an <strong>action verb</strong> that describes a specific behavior or activity by the learner.</td>
<td>An essential part of a learning objective.</td>
</tr>
<tr>
<td>Follow the action verb with the <strong>content reference</strong> that describes the subject being treated.</td>
<td>An essential part of a learning objective.</td>
</tr>
<tr>
<td>Add <strong>performance standard</strong> that indicates the minimum acceptable accomplishment in <strong>measurable terms</strong>.</td>
<td>For a competency-based program, including such performance standards is essential for determining when the student reaches a satisfactory level of achievement. If there is no performance standard specified, it usually means that only a 100% correct response is acceptable.</td>
</tr>
<tr>
<td>Add any <strong>criteria or conditions</strong> under which the learning must take place.</td>
<td>Necessary for student understanding and in order to set evaluation requirements.</td>
</tr>
<tr>
<td>Don't include too much detail. Don't write description of learning activities.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment #3. TIP: The Inclusion Project Activities: Each student will be required to complete this activities project. Students will be provided with the details of this project the 1st week of class. This course offers the opportunity to work with students with disabilities in general education settings at the secondary level during the last half of the semester (8 weeks). UNLV students sign up for placements within participating Clark County School District (CCSD) middle and high schools. You will complete activities to build awareness about special education issues and people with disabilities. Please note that this experience serves as a component of your position paper which is due later on in the semester.

(Guidelines included with Course Syllabus; Due Date: 12/06) (100 pts.)

Assignment #4. Group Presentation: Students will teach a chapter of material from the text. Presentations will be made in groups 2-3 (depending on class size). You will be responsible for collaborating with your group and teaching your peers. Chapter topics will be determined the first day of class. Presentations should include any of the following: skits, games, charts, lectures, handouts, mini quizzes (not graded), role-play, mini-lessons, etc. Students are encouraged to utilize a variety of instructional styles and that are supported by creative visual aides. Students may make presentations with overheads, PowerPoint and provide handouts that may use as a study guide for the final exam. Groups will present and teach 45 minutes and everyone in your group will speak/present. Each group will be peer reviewed and feedback comments will be provided to each
group. After the presentation, there will be a time for feedback comments and Q&A. Further details will be discussed in class. (Refer to rubric for additional information).

(Guidelines included with Course Syllabus) (50 pts.)

**Midterm Exam:** There will be an in class midterm exam towards the middle of the semester. The exam is worth 100 points. Missed exam will result with a score of zero (0).

(Midterm Exam: 10/18) (100 pts.)

**Final Exam:** There will be a final exam towards the end of the semester. The exam is worth 100 points. Missed exam will result with a score of zero (0).

(Final Exam: 12/06) (100 pts.)

**Attendance/Participation:** Due to the intense nature of this course with 8 sessions on campus and 8 in placement with Clark County School District (CCSD), it is necessary for you to attend class and gain as much information as possible.

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Due</th>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral (group) presentation</td>
<td>09/20</td>
<td>Presentation Rubric</td>
<td>50</td>
</tr>
<tr>
<td>Written Behavioral Objectives (5)</td>
<td>11/22</td>
<td>Behavioral Objectives Rubric</td>
<td>25</td>
</tr>
<tr>
<td>Inclusion Position Paper Rough Draft</td>
<td>10/25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Inclusion Position Paper</td>
<td>10/18</td>
<td>Position Paper Rubric</td>
<td>100</td>
</tr>
<tr>
<td>TIP: The Inclusion Project Activities</td>
<td>11/22</td>
<td>The TIP Project Rubric</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10/18</td>
<td>Grade received on exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/06</td>
<td>Grade received on exam</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Policy and Instructional Methods:**

A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Points will be deducted for late work. Assignments submitted after the due date, but during the same week, will be accepted with a 5% penalty from the total points for the assignment. Work that is submitted after the week in which it is due will be subject to a 25% penalty. Assignments will not be accepted more than two weeks after the due date. An Incomplete for the course will be given only in medical or emergency situations.

Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (10 – 12 point font and double spaced) with correct APA (5th Ed.) style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

Points for each evaluation requirement will be assigned and grades will be based on the percentage earned of the total points using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>470-500</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>415-434</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
<td>385-399</td>
</tr>
<tr>
<td>C+</td>
<td>74-76%</td>
<td>370-384</td>
</tr>
<tr>
<td>D</td>
<td>65-69%</td>
<td>325-349</td>
</tr>
<tr>
<td>A -</td>
<td>90-93%</td>
<td>450-469</td>
</tr>
<tr>
<td>B -</td>
<td>80-82%</td>
<td>400-414</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>350-369</td>
</tr>
<tr>
<td>F</td>
<td>0-64%</td>
<td>324 and below</td>
</tr>
</tbody>
</table>

ESP 444 fall 2006 Youhne 6
# Course outline:

<table>
<thead>
<tr>
<th>Sessions, Dates</th>
<th>Topics</th>
<th>Reading Assignments / Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>INTRODUCTION &amp; Course Overview/Guest Speaker Group Presentation Discussion</td>
<td></td>
</tr>
<tr>
<td>Aug. 30</td>
<td>Session 2</td>
<td></td>
</tr>
<tr>
<td>Sept. 6</td>
<td>The Foundation for Educating Students with Special Needs &amp; Special Education Procedures and Services Behavioral Objectives Overview</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Session 3</td>
<td>Building Partnerships through Collaboration Presentation:</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept. 13</td>
<td>Session 4</td>
<td></td>
</tr>
<tr>
<td>Sept. 20</td>
<td>Assessing Students Needs Presentation:</td>
<td>Chapter 4 Behavioral Objectives Due</td>
</tr>
<tr>
<td>Session 5</td>
<td>Planning Instruction by Analyzing Classroom and Student Needs Presentation:</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Session 6</td>
<td></td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Students with Low-Incidence Disabilities Presentation:</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Session 7</td>
<td>Students with High-Incidence Disabilities Other Students with Special Needs Presentation: (Study guide for Exam will be provided)</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Session 8</td>
<td></td>
</tr>
<tr>
<td>Oct. 18</td>
<td>MIDTERM EXAM in class Guest speaker: TIP &amp; Placement sign up Starting Oct. 25: CCSD TIP Placement Begins <strong>TIP Project Activity Booklet will be given to all students in class</strong></td>
<td></td>
</tr>
<tr>
<td>Session 9</td>
<td>Begin CCSD TIP Project experience Instructional Adaptations Presentation: Strategies for Independent Learning</td>
<td>Chapters 9 &amp; 10 Inclusion Paper Rough Draft Due</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>Session 10</td>
<td></td>
</tr>
<tr>
<td>Nov. 1</td>
<td>NO ESP 444</td>
<td></td>
</tr>
<tr>
<td>Session 11</td>
<td>Evaluating Student Learning Presentation:</td>
<td>Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Session 12</td>
<td></td>
</tr>
<tr>
<td>Nov. 15</td>
<td>NO ESP 444</td>
<td></td>
</tr>
<tr>
<td>Session 13</td>
<td>Building Social Relationships Presentation:</td>
<td>Chapter 13 Inclusion Paper Due</td>
</tr>
<tr>
<td>Nov. 22</td>
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<tr>
<td>Session 14</td>
<td>NO ESP 444</td>
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<td>Nov. 29</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 15</th>
<th>FINAL EXAM in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 6</td>
<td>Discussion &amp; Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The Inclusion Project (TIP) Activities Due</th>
</tr>
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<tbody>
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</tbody>
</table>
## Assignment # 1

### POSITION PAPER RUBRIC

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format and organization (25 points)</th>
<th>Presentation of position (50 points)</th>
<th>Writing mechanics (25 points)</th>
</tr>
</thead>
</table>
| EXCEEDS EXPECTATIONS 90-100 | • Excellently covers all required components  
• Clear and consistent organization  
• Consistent use of "person first" language  | • Identified important principles  
• Excellent analysis of position  
• Presented original perspective about topic  
• Appropriately cited references from literature to support position  | • Excellent writing mechanics  
• No errors in spelling, grammar, or punctuation  
• No more than one or two "typos"  
• Consistent use of APA style |
| MEETS EXPECTATIONS 80-89 | • Addressed required components  
• Some lapses in clarity or organization  
• Inconsistent use of "person first" language, but most terms used correctly  | • Showed understanding of basic principles  
• Some analysis of position evident  
• Position or perspective stated but somewhat vague  
• Cited very few references from literature to support position  | • Adequate writing mechanics  
• A few errors in spelling, grammar, or punctuation  
• A number of "typos"  
• APA style with minor errors |
| DOES NOT MEET EXPECTATIONS 79 points or below | • Required components not included  
• Disorganized or difficult to follow  
• "Person first" language not used  | • Appears to lack command of most of the important concepts  
• Little evidence of analysis of position  
• Perspective about topic did not appear original  
• Did not cite references from literature to support position, or information not current  | • Poor writing mechanics  
• Many errors in spelling, grammar, punctuation  
• Many "typos"  
• APA style not used or with many errors |
## Assignment # 2

### BEHAVIORAL OBJECTIVES PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Accuracy</th>
<th>Qualitative component</th>
<th>Format and Writing Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS 23-25</strong></td>
<td>• Excellently covers all required components</td>
<td>• Showed excellent grasp of basic principles</td>
<td>• Clear and logical sequence and order</td>
</tr>
<tr>
<td></td>
<td>• All stated with terms that are</td>
<td>• Consistent use of “person first” language</td>
<td>• Easy to follow</td>
</tr>
<tr>
<td></td>
<td>o specific</td>
<td>• Additional clarity is added</td>
<td>• Excellent writing mechanics</td>
</tr>
<tr>
<td></td>
<td>o measurable</td>
<td>• All objectives are stated positively</td>
<td>• No errors in spelling, grammar, or punctuation</td>
</tr>
<tr>
<td></td>
<td>o observable</td>
<td></td>
<td>• No more than one or two “typos”</td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS 18-22</strong></td>
<td>• Addressed required components</td>
<td>• Showed understanding of basic principles</td>
<td>• Organization and sequence generally good</td>
</tr>
<tr>
<td></td>
<td>• Only a few lapses in clarity of terms regarding:</td>
<td>• Inconsistent use of “person first” language, but most terms used correctly</td>
<td>• Adequate writing mechanics</td>
</tr>
<tr>
<td></td>
<td>o specific</td>
<td>• Most objectives are stated positively</td>
<td>• A few errors in spelling, grammar, or punctuation</td>
</tr>
<tr>
<td></td>
<td>o measurable</td>
<td></td>
<td>• A number of “typos”</td>
</tr>
<tr>
<td></td>
<td>o observable</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOES NOT MEET EXPECTATIONS 17 points or below</strong></td>
<td>• Required components not included</td>
<td>• Appears to lack command of the important concepts</td>
<td>• Poorly organized or difficult to follow</td>
</tr>
<tr>
<td></td>
<td>• Terms used are not</td>
<td>• “Person first” language not used</td>
<td>• Poor writing mechanics</td>
</tr>
<tr>
<td></td>
<td>o specific</td>
<td>• Objectives written only in a negative way (i.e., student will not....)</td>
<td>• Many errors in spelling, grammar, punctuation</td>
</tr>
<tr>
<td></td>
<td>o measurable, nor</td>
<td></td>
<td>• Many “typos”</td>
</tr>
<tr>
<td></td>
<td>o observable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment # 3
THE INCLUSION PROJECT (TIP) PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>6 Journal Entries (30 points)</th>
<th>6 Awareness Experiences (30 points)</th>
<th>2 Discussions (40 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS 94-100</strong></td>
<td>2 pages double spaced, 12 pt. used to respond to topic question and provide examples of experiences with CCSD placement.</td>
<td>Each worksheet will have different requirements that must be fully met in order to receive full credit.</td>
<td>2-3 pages double spaced, 12 pt. used to respond to topic discussion question. Remains on topic and provides examples from text, and/or personal experience.</td>
</tr>
<tr>
<td>(5 points each entry)</td>
<td></td>
<td>(5 points each entry/worksheet)</td>
<td></td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS 70-93</strong></td>
<td>1 page double spaced, 12 pt. used to respond to topic question about experiences with CCSD placement.</td>
<td>Lacks completeness of the worksheet assignment as required.</td>
<td>1-2 pages double spaced, 12 pt. used to respond to topic discussion question. Remains on topic and provides examples from text, and/or personal experience.</td>
</tr>
<tr>
<td><strong>DOES NOT MEET EXPECTATIONS 69 points or below</strong></td>
<td>Less than 1 page, does not follow APA format, lacks response to topic question.</td>
<td>Does not fulfill requirement and demonstrates lack of input and completeness of assignment.</td>
<td>Less than 1 page does not follow APA format. Does not remain on topic and does not provide examples from text, and/or personal experience.</td>
</tr>
</tbody>
</table>
## Assignment #4:  
### Scoring Rubric for Facilitating Class Discussion/Group Presentation
### Instructor Check List

<table>
<thead>
<tr>
<th>Presentation (25 total points)</th>
<th>Check</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided 1 learning objective at the beginning of the presentation</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Provided 3 strategies for teachers to use (practice) in the classroom</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Conducted an assessment at the end of the presentation to prove if you achieved your learning objective you provided at the beginning of the chapter</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Cited 1 reference (other than Friend &amp; Bursuck)</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

| Group Dynamics (10 total points)                                                           |       |        |
| All members participated in providing information                                           |       | 4      |
| Knowledge was indicated/research was done                                                   |       | 3      |
| Class was involved in the discussion (game, small group, Q&A, etc)                         |       | 3      |

| Facilitating Class Discussion (15 total points)                                            |       |        |
| Clear and logical sequence and order                                                       |       | 3      |
| Understandable to audience (tone of voice, speed of speech, & flow)                         |       | 2      |
| Stays on topic                                                                              |       | 3      |
| Visual and multimedia are used appropriately                                                |       | 1      |
| Complies with prescribed time limit and presents information completely                     |       | 3      |
| Checks for understanding of class members and summarizes information                        |       | 3      |

| Total Points:                                                                             |       |        |

### Proficiency:
- **Target/Exemplary**: 45-50 points
- **Acceptable**: 35-44 points
- **Unacceptable**: Low 34 points or less
Additional Statements of Rules and Regulations - Academic Integrity Statement

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UNLV and its College of Education demand a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Office of the Dean of the College of Education (301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean’s office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services office in the Reynolds Student Services Center, room 137. The DS phone number is 895-0866 or TDD-895-0652. You may visit their website at [www.unlv.edu/studentlife/les](http://www.unlv.edu/studentlife/les)

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course.

Collection of Student Assignments for Accreditation Purposes  Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.