

TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Anika Anthony, Faculty Fellow, Graduate School  
DATE: June 15, 2020  
RE: Proposal for Certificate, College of Education and Human Ecology

The College of Education and Human Ecology, Department of Teaching and Learning is proposing a new Stand-Alone Graduate Certificate (3a) in Inclusive Education.

The proposal was received by the Graduate School on December 11, 2019. It was reviewed by GS/CAA on December 18, 2019, and revisions were requested on December 18, 2019. Revisions were received on December 19, 2019 and reviewed by GS/CAA on January 16, 2020. Further revisions were requested on February 25, 2020. Revisions were received on April 21, 2020. GS/CAA again reviewed the proposal on April 23, 2020. No further revisions were requested, and the proposal was recommended for approval by the Graduate Council on June 2, 2020. The proposal was approved by e-vote of the Graduate Council on June 12, 2020.



## Memo

June 16, 2020

To: Randy Smith, Vice Provost of Academic Programs  
Katie Reed, Executive Assistant

From: Danielle Brown, Curriculum and Assessment Manager

**RE: NEW GRADUATE CERTIFICATE PROPOSAL- GRADUATE CERTIFICATION PROGRAM (3A) –  
INCLUSIVE EDUCATION, DEPARTMENT OF TEACHING AND LEARNING**

The faculty and administration of the College of Education and Human Ecology (EHE) approved the following proposal from the Department of Teaching and Learning to create a new stand-alone graduate certificate. The proposed Inclusive Education certificate was approved by the EHE Curriculum Committee on May 17, 2018 and received unanimous support pending a few edits to the proposal. The College Office received the revised proposal on November 26, 2019.

If there are any questions, please contact me at [brown.2199@osu.edu](mailto:brown.2199@osu.edu) or (614) 292-3180.



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**Department of Teaching and Learning  
Request for Program Proposal**

Inclusive Education Graduate Certificate

3/6/2017

Dr. Tiffany Wild

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*List the supplement or supplements included with the proposal and attach as separate files*

***Additional Information concerning curriculum review and procedures can be found at:  
<http://portal.ehe.osu.edu/assessment-and-curriculum>***

REQUEST FORM:  
Completed by faculty and Curriculum Committee Staff member

**Date of Submission:** 3/6/2017

**Level/ Career:** Graduate

**Program Type:** Graduate certificate (3a)

***If a Graduate Certificate, how will it be offered (check all that apply):***

- ☒ As a stand-alone experience
- ☒ While concurrently enrolling in an EHE degree program
- ☒ While concurrently enrolling in a degree program at OSU outside of EHE

**Delivery Sites Intended:** Columbus

**Alternative delivery options:** {Columbus and/or regional campuses}

- ☐ More than 50% of the program will be offered using a fully online delivery model
- ☐ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

**Proposed Start Term:** AU20

**Licensure or endorsement:** None

CURRICULUM COMMITTEE REVIEW COMMITTEE ONLY

Date reviewed by the T&L Curriculum Committee:  
Follow-up needed:

Decision:

Date reviewed by EHE Curriculum Committee:  
Follow-up needed:

Decision:

Date reviewed by University Curriculum Committee:  
Follow-up needed:

Decision:

Final Approval Date:

## SECTION 1: LETTER REQUESTING REVIEW

Completed by faculty member

- See attached: *Appendix A: Inclusion Certificate Proposal letter from Dr. Wild*

## SECTION 2: CURRICULUM

Completed by faculty member

**Description:** *The proposed graduate certificate program will focus on research-based inclusive pedagogies with focus on teaching students with special rights and those students deemed at-risk.*

**List courses that are already in existence that will be utilized as requirements or electives:**

- **EDUTL 5501:** *Inclusion: Philosophical, Social, and Practice Issues: General Student Body-* offered both fall and spring semesters, provides students in the certificate program with a basic understanding of the academic and social needs of students with special rights and those students who are at-risk. Basic pedagogies, discipline plans, Individualized Education Plans, and working with educational teams. This course forms the foundation of the rest of the certificate program.
- **EDUTL/ ESSPED 5505:** *Multi-Tiered Systems of Support-* currently offered in the spring, provides further in-depth instruction on topics and themes presented in EDUTL 5501. Specifically students will examine response-to-intervention, collaborative differentiated instruction, and assessment for diverse learners.
- **EDUTL 7075:** *Disabilities in Education* examines the contextual issues and critically analyzes the history of disabilities in society and in educational systems while examining the implementation and implications of public laws. The course asks students to contextually analyze critical issues for students with disabilities in classroom.
- **ESSPED 5769:** *Delivering Effective Services to Enhance the Inclusion of Students with Special Needs.* Designed to prepare special education teachers to work with administrators, general education teachers, parents and paraprofessionals to deliver instruction in inclusive settings.

**List any courses that will need to be developed for this program:**

- **EDUTL 5521:** *Co-Teaching and Co-Planning-* The culminating course in the program is (currently undergoing review) on co-teaching and co-planning. This course takes into account all previous coursework and teaches students to apply that learning to the co-teaching and co-planning process.

**Learning Goals for this certificate:**

Upon completion of the certificate all students will be able to:

1. Understand the academic and social needs of students with special rights and those that are at risk.

2. Identify and develop basic pedagogies, discipline plans, modifications and accommodations needed by students with special rights and those that are risk in order to fully collaborate with the educational team
3. Examine research-based strategies such as PBIS and response-to-intervention pedagogies that allow for collaborative and differentiated instruction for diverse learners
4. Examine and critically analyze the critical issues for students with special rights in the classroom including historical and current educational systems and public policy

### **Assessment Plan**

We collect numerous data points for each of our programs and plan to continue to collect this data. Each year we record the number of applicants for each of our programs as well as the quality of the applicant pool. This data includes number of minority applicants (if indicated or disclosed on the application), as well as the number admitted for the program and academic GPA of each applicant. All instructors keep specific data on course satisfaction through the required university data system. Each program records retention rates, graduation rates (in this completion of the course sequence) and GPAs earned through the program. We also track the employment location and job title upon program completion as information is made available to our department.

All data collected for this program is reviewed annually by the faculty teaching for the Program in Visual Impairments. This includes both full-time and adjunct faculty. All reviewed data are used to make both programmatic changes and individual course changes to ensure student knowledge and achievement of learning goals in the program.

### **Program sheet:**

- See attached: *Appendix B*

### **Curriculum Plan:**

- See attached: *Appendix B*

### **Off-campus program components (check all that apply):**

- |  |   |                                |
|--|---|--------------------------------|
| <input type="checkbox"/> Co-op/Internship/Externship | <input type="checkbox"/> Student Teaching   | <input type="checkbox"/> Other |
| <input type="checkbox"/> Field Placement             | <input type="checkbox"/> Clinical Practicum |                                |

### **SECTION 3: ADMISSIONS**

Completed by faculty member (consultation by Curriculum Committee Staff member)

### **Describe the admissions requirements necessary for this program:**

- Graduate non-degree admission.

- 3.0 undergraduate cumulative GPA. If below a 3.0, proof of a valid, standard license from Ohio or out-of-state is required
- A valid, standard Ohio teaching license, proof of out-of-state teaching license, or proof that you are currently pursuing teaching licensure.
- Working teachers must provide letter of support from supervisor. If you are not currently working as a teacher, please provide one professional letter of recommendation.

**Describe the admissions process necessary for this program:**

*Graduate non-degree process as set-up by Graduate and Professional Admission. T&L Academic Services will maintain copies of supplemental materials via Edward.*

**Describe any unique funding opportunities that a student in this program should be made aware of: N/A**

**SECTION 4: HUMAN RESOURCES**

Completed by faculty member

**Provide a list of existing faculty that will instruct in this program:**

EDUTL 5501 and 7075 are taught by Dr. Wild and EDUTL 5505 by Dr. Katz. EDUTL 5521 is under review. It is anticipated that a graduate student or adjunct faculty could teach the 5000 level courses proposed in this certificate program along with the faculty that currently teach each course.

**Provide a list of staff members necessary to support this program:**

Drs. Wild and Katz

**Will additional faculty, staff, or graduate associate support be necessary? Please explain.**

**LETTER OF DEPARTMENTAL SUPPORT:**

Completed by Department Chair and Curriculum Committee Staff member

- See attached: *Appendix C*

**SECTION 6: APPENDICIES**

Completed by faculty and Curriculum Committee Staff member

*{List any supplemental documents, such as: recruitment materials, program sheet, curriculum sheet, course syllabi, faculty CVs, letters of support}*

<b><i>Document title</i></b>	<b><i>Description (if needed)</i></b>
<b><i>Appendix A: Inclusion Certificate Proposal letter from Dr. Wild</i></b>	<b><i>Letter from Dr. Tiffany Wild</i></b>



<b><i>Appendix B: Inclusive Education Certificate Program Sheet</i></b>	
<b><i>Appendix C: Department Letter of Support</i></b>	<i>Letters from Lauren Salamone and Dr. Ruth Lowery</i>
<b><i>Appendix D: EDUTL 5521 Course Syllabus</i></b>	<i>This is the course syllabus for the newly proposed course, created for the Inclusive Education certificate</i>



## THE OHIO STATE UNIVERSITY

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November 26, 2019

### Appendix A: Certificate Program in Inclusive Education

Dear College Curriculum Committee,

This letter is serving to provide an overview of the proposed certificate program in Inclusive Education. The proposed graduate certificate program will focus on research-based inclusive pedagogies with focus on teaching students with special rights and those students deemed at-risk.

Each year I receive calls from school districts to make presentations on inclusive education as part of professional development opportunities for their district personnel. Many general education teacher-training programs offer only one or two courses on inclusive pedagogies. Placing students in the least restrictive environment is mandated by federal law and requires general education teachers to understand how to successfully include students with multiple needs, both academically and socially, into their classroom. With recent proposed public policy changes, general education teachers are asked more and more to include students with special rights and at-risk students in their classrooms without direct support and resulting in implications on their professional evaluations. Therefore, this proposed certificate will work to provide teachers and educators with instruction to include students with special rights and those at-risk in their classrooms and informal educational settings.

This certificate program:

1. is for teachers in both the general and special education licensures
2. provides instruction about the total range of disabilities and those with special rights or deemed at-risk
3. was developed to provide more knowledge to teachers about the needs of all students, how to meet those needs, and to promote inclusive practices in his/her classroom.
4. was developed to promote the co-ownership of plans and programs of all students through a collaboration with a wide range of professionals
5. was designed to provide instruction on how to be a teacher leader in a building on the subject matter of co-teaching/co-planning.

Courses Proposed for the Certificate:

**EDUTL 5501:** Inclusion (Wild) OR **ESSPED 5769:** Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (Paul)



**EDUTL 5505/ESSPED 5505:** Multi-Tiered Systems of Support (Katz)

**EDUTL 7075:** Critical Analysis of Students with Disabilities in Education (Wild)\*

**EDUTL 5521:** Co-Teaching and Co-Planning in Inclusive Classrooms (TBD)\*

\*Course is being proposed to be cross-listed with Special Education

**EDUTL 5501:** offered both fall and spring semesters, provides students in the certificate program with a basic understanding of the academic and social needs of students with special rights and those students who are at-risk. Basic pedagogies, discipline plans, Individualized Education Plans, and working with educational teams. This course forms the foundation of the rest of the certificate program.

**EDUTL/ESSPED 5505:** currently offered in the fall, provides further in-depth instruction on topics and themes presented in EDUTL 5501. Specifically students will examine response-to-intervention, collaborative differentiated instruction, and assessment for diverse learners.

**ESSPED 5521:** currently offered in the fall, will provide an in-depth learning of reading and communication skills needed by students with disabilities. This course not only provides foundational knowledge of reading and literacy for students with disabilities along with an overview of current principles and practices in the development of communication programs for students with disabilities.

Once students have the basic understanding of pedagogy and instruction the focuses on students individually, students will begin to think about having students with disabilities in their classrooms and what that means in terms of implications for the educational system. **EDUTL 7075:** examines the contextual issues and critically analyzes the history of disabilities in society and in educational systems while examining the implementation and implications of public laws. The course asks students to contextually analyze critical issues for students with disabilities in classroom.

The culminating course in the program is **EDUTL 5521** on co-teaching and co-planning. This course takes into account all previous coursework and teaches students to apply that learning to the co-teaching and co-planning process.

The sequence of courses are designed so that upon completion, students can be the district leader in inclusive educational practices and be a resource for professional development on the subject matter for both teachers and administrators in their district.

EDUTL 5501 and EDUTL 5505 are already on the books and are regularly taught by faculty each year. EDUTL 7075 is on the books and is taught when needed. As this program is rolled out, the course will be taught when needed by certificate students. EDUTL 5521 will also be taught as needed. ESSPED 5521 is a newly designed course



to address the communication needs of all students with disabilities and will be taught regularly by faculty each year. Course approval is pending approval of the Inclusive Education certificate.

It is anticipated that a graduate student or adjunct faculty could teach the 5000 level courses proposed in this certificate program along with the faculty that currently teach each course.

Many of these courses cross-populate other programs. However, we ask that students in this certificate program take the courses in the order in which they are proposed.

All of the courses are offered, currently, as traditional face-to-face courses. In the future the program may look to provide courses online.

When doing a search for similar program programs in inclusive education that offer degrees or other terminal certificate programs, only 3 universities were found, with 2 being out of the country. The programs are offered at the following universities:

- The University of Edinburgh (graduate level degrees at Masters and PhD)
- Bagwell College of Education: Kennesaw State University (M.Ed. and MAT)
- University of Glasgow (M.Ed)

Currently no unique funding opportunities are available for students to pursue these courses. All funding opportunities should be explored that are currently offered at OSU to all students and to teachers through their district vouchers or union vouchers.

Thank you for your consideration of this new certificate program. If you have additional questions, please do not hesitate to contact me.

Thank you,  
Tiffany Wild, PhD  
Department of Teaching and Learning



## Department of Teaching and Learning

# Inclusive Education Graduate Certificate

The Department of Teaching and Learning in the College of Education and Human Ecology at the Ohio State University offers the Certificate Program in Inclusive Education. This program focuses on research-based inclusive pedagogies with emphasis on teaching students with special rights and those students deemed at-risk. The program provides teachers and educators with instruction to include students with special rights and those at-risk in their classrooms and informal educational settings.

College of Education and Human Ecology  
Department of Teaching and Learning  
Academic Services  
Arps Hall, 1945 N. High Street, Columbus, OH 43210; 614-292- 2332

### Required courses (12 credits):

- 1) **EDUTL 5501:** Inclusion: Philosophical, Social, and Practice Issues - Autumn- 3 hrs **OR**  
**ESSPED 5769:** Delivering Effective Services to Enhance the Inclusion of Students with Special Needs
- 2) **EDUTL/ESSPED 5505:** Multi-Tiered Systems of Support- Spring-3 hrs
- 3) **EDUTL 7075:** Disabilities in Education - Autumn- 3 hrs
- 4) **EDUTL 5521:** Co-teaching and Co-Planning- Spring - 3 hrs

*A letter grade of a B- or better is required in all coursework.  
All courses must be completed at the Graduate-level.*

### Learning outcomes:

- Develop a basic understanding of the academic and social needs of students with special rights and those students who are at-risk.
- Identify and develop basic pedagogies, discipline plans, Individualized Education Plans, and work with educational teams.
- Examine response-to-intervention, collaborative differentiated instruction, and assessment for diverse learners.
- Examine the contextual issues and critically analyzes the history of disabilities in society and in educational systems, while examining the implementation and implications of public laws.
- Contextually analyze critical issues for students with disabilities in classroom.

### Eligible candidates

Minimum requirements for admission include:

- ▽ Bachelor's degree from an accredited institution
- ▽ Minimum 3.0 GPA in last 60 semester hours
- ▽ GRE score of 150 or higher in writing
- ▽ Letter of recommendation from a supervisor or professor
- ▽ Interview with the Department of Teaching and Learning

### Cost

The total cost of the program is based on the number of credit hours and current OSU graduate tuition and fees.

### How to Apply

Graduate and Professional Admission website (<https://gpadmissions.osu.edu/programs/>)

- Search for Inclusive Education Certificate

### Provide the following materials:

- Transcripts from all previous institutions you attended.
- A copy of a valid, standard Ohio teaching license, proof of out-of-state teaching license, or proof that you are currently pursuing graduate or post-bachelorette teaching license.
- ▽ Letter of support from supervisor on school letterhead. If you are not currently working as a teacher, please provide one professional letter of recommendation.

### Credit hours required

A minimum of 12 credit hrs.

### Transfer credit hours

- Students may apply 6 credits from a certificate program to a degree granting program. Students interested in pursuing a Master of Arts or Doctor of Philosophy in Education program, should consult with the Teaching and Learning Office of Academic Services.
- No credits from other institutions will be allowed to fulfill certificate requirements.



March 15, 2017

Dr. Caroline Clark  
Curriculum Committee Chair  
College of Education and Human Ecology

Dear Dr. Clark:

I am writing in support of the enclosed proposal for an Inclusive Education Graduate Certificate by the faculty in the Department of Teaching and Learning. The Graduate Studies Committee unanimously approved the proposal on March 10, 2017 and the faculty hopes to begin offering the certificate in the autumn 2018 semester. The proposal, with rationale, syllabi and supporting letters, is attached.

There are currently no negative budgetary implications to the programs, and no additional funds or human resources are necessary for execution of this certificate. The administration of the department fully supports this proposal.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Ruth McKoy Lowery, Ph.D.  
Associate Chair and Professor  
Department of Teaching and Learning  
614-292-4925  
[Lowery.163@osu.edu](mailto:Lowery.163@osu.edu)



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Appendix C: Teaching and Learning Graduate Studies Committee Approval

March 10, 2017

College of Education and Human Ecology Curriculum Committee  
Attn: Caroline Clark, Chair of EHE Curriculum Committee  
College of Education and Human Ecology Academic Affairs  
172 Arps Hall  
1945 N High Street  
Columbus, OH 43210

Dear College Curriculum Committee,

I am writing on behalf of the members of the Department of Teaching and Learning Graduate Studies Committee who have unanimously approved the proposed Inclusive Education Graduate Certificate. Our department proposes the program be effective as of Autumn 2018. In conjunction with this letter, Dr. Ruth Lowery, Associate Chair of the Department of Teaching and Learning, has provided a letter concerning any resources that this program will require.

It is our hope that you will be able to review the proposed program in your next meeting. Please let us know if anything further is needed.

Sincerely,

Lauren Salamone  
Coordinator, Curriculum and Licensure  
Academic Services  
Department of Teaching and Learning  
College of Education and Human Ecology  
1945 High Street  
227 Arps Hall  
Columbus, OH 43210  
614-292-2332  
Salamone.9@osu.edu



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## **Term Information**

Effective Term Autumn 2017

## **General Information**

Course Bulletin Listing/Subject Area Education: Teaching & Learning  
Fiscal Unit/Academic Org School of Teaching & Learning - D1275  
College/Academic Group Education & Human Ecology  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5521  
Course Title Co-Teaching and Co-Planning  
Transcript Abbreviation Co-Teaching  
Course Description This three-credit hour course will examine the co-teaching and co-planning process across subject matter and disciplines such as general education and special education. Students will learn the approaches to co-teaching and co-planning, critically analyze the roles and responsibilities of each team member in the process, and contextually analyze leadership roles with  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Sometimes  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites No Pre-requisites  
Exclusions

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 13.0101  
Subsidy Level Masters Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- 1. Define the co-teaching and co-planning process.
- 2. Define the roles of teachers, para-educators, administrators, and specialists in the co-teaching and co-planning process.
- 3. Analyze co-teaching and co-planning research, pedagogies

### Content Topic List

- approaches to co-teaching and co-planning, roles and responsibilities of the team, training and administrative support, common issues to co-planning and co-teaching, co-teaching and specialized services, co-teaching as a teacher leader and resource

## Attachments

- Co-Teaching and Co-Planning Syllabus.docx: Syllabus

(Syllabus. Owner: Wild, Tiffany Ann)

## Comments

- This course is a requirement of the proposed certificate program on inclusive education. (by Wild, Tiffany Ann on 03/06/2017 12:50 PM)

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wild, Tiffany Ann	03/06/2017 12:50 PM	Submitted for Approval
Pending Approval	Zircher, Andrew Paul Salamone, Lauren Marie	03/06/2017 12:50 PM	Unit Approval

**The Ohio State University  
College of Education and Human Ecology  
Department of Teaching and Learning**

**Co-Teaching and Co-Planning in Inclusive Classrooms  
EDUTL 5521**

**Description:**

This three-credit hour course will examine the co-teaching and co-planning process across subject matter and disciplines such as general education and special education. Students will learn the approaches to co-teaching and co-planning, critically analyze the roles and responsibilities of each team member in the process, and contextually analyze leadership roles within the process.

**Course Objectives:**

1. Define the co-teaching and co-planning process.
2. Define the roles of teachers, para-educators, administrators, and specialists in the co-teaching and co-planning process.
3. Analyze co-teaching and co-planning research, pedagogies, and resources
4. Create plans for co-teaching and co-planning in subject specific classes and with specialists
5. Become a resource for a school district on co-teaching and co-planning

**Textbooks:**

Villa, R., Thousand, J., & Nevin, A. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning*. Thousand Oaks, CA: Corwin Press.

Conderman, G., Bresnahan, V., Pedersen, T. (2009). *Purposeful co-teaching: Real cases and effective strategies*. Thousand Oaks, CA: Corwin Press.

Krovetz, M., & Arriaza, G. (2006). *Collaborative teacher leadership: How teachers can foster equitable schools*.

## Assignments and Grades

1. Class attendance and participation – Come to class fully prepared, having completed all assigned readings, and participate in a cooperative and constructive manner. – 25 points
2. Co-Teaching Literature Review – 50 points
3. Quickwrite – 25 points each
4. Practitioner Review – 50 points
5. In-Service Plan – 50 Points
6. Final Project
  - a. Presentation – 25 points
  - b. Paper – 75 points

## Grades

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = 0-59

(In order to get an A for the course, all course assignments must be completed.)

## Due Dates:

- See chart below

## Class Sessions

Week #	Topic	Readings	Assignments
1	Introduction; Syllabus Review “What is Co-Teaching”	GC 1; Villa 1	
2	“Why Co-Teach” and Common Issues”	Villa 2; GC 2	Case study review in class
3	Approaches to Co-Teaching Part I	Villa 4 and 5	
4	Approaches to Co-Teaching Part II	Villa 6 and 7	<b>Co-Teaching Literature Review</b>
5	Roles and Responsibilities	Villa 8 and 9	<b>Quickwrite Due</b>
6	Training and Administrative Support	Villa 10	
7	Co-Teaching and Co-Planning	Villa 12 and 13	
8	Co-Teaching and Co-Planning for Specific Disciplines	GC 4,5,6,7	<b>Practitioner Review</b>
9	Co-Teaching and Co-Planning assessments; both formative and informative	GC 8	
10	Co-Teaching as a Teacher Leader Part I	Krovetz 1 & 2	

11	Co-Teaching as a Teacher Leader Part II	Krovetz 5	<b>In-Service Plan</b>
12	Co-Teaching with Specialized Service Providers		
13	Panel on co-teaching and co-planning: discussion with teachers and leaders who implement the process in schools		<b>Quickwrite Due</b>
14	Presentations About Final Project		
15	Final Project Due/ Final Exam Week		<b>Final Project</b>

### **Co-Teaching Literature Review**

Review an article about co-teaching. The article should be research-based. A good place to start is with literature written by Dr. Marilyn Friend. The field of special education also has many great articles on the topic.

You will be required to write a summary paper on your article. Your paper should include the following:

- Reference for the article
- 1-2 paragraph summary
- Explanation of a possible use/non-use of techniques in your classroom and why

Should be 2 pages maximum.

### **Quickwrite**

Students will be expected to write a short response paper on a prompt given by the instructor. Quickwrites are used to assess your thinking toward a topic presented in class. Response length is generally 2-3 pages.

### **Practitioner Review**

Similar to the co-teaching literature review, students will be required to review a practitioner article on co-teaching and/or co-planning. However, this time the focus is from the teacher's perspective and is should not be research-based. A good place to start would be *Teaching Exceptional Children* from the Council for Exceptional Children.

Paper should include the following:

- Reference for the article
- 1-2 paragraph summary
- Explanation of a possible use/non-use of techniques in your classroom and why

Should be 2 pages maximum.

## **In-Service Plan**

As an educator that has been trained on co-teaching and co-planning techniques, administration may call on you to provide an in-service for other teachers in your district or perhaps you may be called on to present your findings to a professional organization, another school, a state support team, or other audience. For this assignment, you are to plan an in-service.

- Identify the audience for which you are providing your expertise
- Provide a schedule for the day with a brief explanation of each activity
- Create a Powerpoint that you would use in order to present the key information to your group
- Provide a list of any materials you will need for your activity

\*Be prepared to share your in-service in small groups in class.

## **Final Project**

It is time to see the process of co-teaching and co-planning in action. For this project, you will need to complete a series of snapshots to analyze the co-teaching and co-planning process. You will need to work with your instructor if you do not have access to a location for which this process is taking place.

### **Snapshot 1: Leadership**

- Goal: To understand the degree of support and commitment given to this process by education leaders.
- Interview the school principal or other administrator to determine how he/she views co-planning and co-teaching. Possible questions to include: How do you decide which personnel are able to co-teach or co-plan? How much time do you provide to school personnel for these activities? Under what conditions is co-teaching or co-planning a good idea? Under what conditions do you feel it is a bad idea?

### **Snapshot 2: Teachers**

- Goal: To understand the degree support and commitment given to this process by faculty.
- Interview, at minimum, 2 teachers to understand the level of commitment to co-teaching and co-planning among the faculty. Possible questions are similar to snapshot number 1 but you might also ask their views on co-planning and co-teaching and about their experiences with it or their concerns.

### **Snapshot 3: Classroom**

- Goal: To understand what the process looks like
- Observe 2 full lessons that result from co-teaching an co-planning. Take notes on what you see. Watch specifically for how the teachers are interacting and their roles with students. Who attends to which group of students? Why? Does anything remind you of what you have read so far in class? If so, explain. What did you learn in this

observation? What specific actions stand out to you as part of the goal of co-teaching and co-planning?

#### Snapshot 4: Follow-up

- Goal: to understand the perceptions of faculty on the implementation of the process
- Interview the teachers you observed. Ask them about their perceptions of co-teaching and/or co-planning the lessons you observed. What do they feel went well or did not go well? Give the teachers a chance to explain their roles in the lessons and the goals of working together. How does their perception reflect on your observations and assessment?

Note: Many of the above snapshots involve interviews. Generally, an interview requires at least ten minutes, and it should occur in an area (an office or empty classroom) where a private conversation can be held safely. Do not tape record. Just take notes of what the interview subject says. Also, be aware that setting up interviews often takes time, so *start scheduling them early*.

*Your report:* For snapshots 1-4 above, write a report that *summarizes* your findings. Use quotations from interviews or descriptions of what you have observed in your report. However, do not include transcripts of your interviews (i.e. your data) with the report. For each report, tell about what you have learned about the *goal of the snapshot*. (There is no definite length requirement for the reports. In general, ask yourself if you fully met the goal of the snapshot.)

## ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University

### Policy Regarding Late Papers:

Late papers will not be accepted and the student *will receive a zero* for the assignment. *In case of an emergency*, contact your instructor and an alternative deadline will be established.

**Student Conduct:**

Students are expected to fully participate in all class assignments and papers.

**Intellectual Property/Audio and Video Recording** – Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct

**ODS Statement –**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department. “

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology** – This course requires students to have access to Carmen and a suitable computer for this purpose. All documents created in this course can be used in the student’s electronic portfolio.