

MORAVIAN COLLEGE
Bethlehem, Pennsylvania 18018

INCLUDING STUDENTS WITH SPECIAL NEEDS

Educ. 242.2

Fall 2006 Tuesday Night 8/29/06 to 10/17/06

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PPHAC 323

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I am available to meet with you by appointment. Please contact me to make arrangements.

I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.

Between Teacher and Child

Dr. Hiam Ginott

All children can learn. It is where the student enters, the size of the learning set and the pace of instruction which varies and must be adjusted to form an instructional match for the student.

Basic Principle of the Instructional Support Process

Including Students with Special Needs will use the seminar format. The purpose of the course is to familiarize students with special education laws, state and federal definitions, inclusionary practices, and current issues regarding special education services as they relate to students with disabilities, their families, and general education.

COURSE OBJECTIVES:

1. Students will identify and use special education terminology in class discussions and written assignments.
2. Students will identify and explain recognized exceptionalities, referral procedures, identification criteria, and delivery formats.
3. Students will demonstrate a basic understanding of the legal and ethical issues regarding special education in relationship to their roles as general education teachers.
4. Students will identify issues pertaining to current trends, best practices, and inclusionary practices as they relate to general education and special education.

5. Students will identify and reflect on their belief systems regarding special education issues and their teaching practices.
6. Students will demonstrate their understanding of special education issues in their written work and by active participation in class discussions and activities.

REQUIRED TEXT

Hallahan, Daniel P.; Kauffman, James M. (2006) *Exceptional Learners: An Introduction to Special Education; Tenth Edition*. Needham Heights, Mass: Allyn and Bacon

Additional readings will be distributed during class.

COURSE REQUIREMENTS:

1. Attendance and active participation in all classes: 10 points

Attendance will be taken in class. Since the seminar format will be used, attendance and **active** class participation are essential. Behaviors which indicate active participation include, but are not limited to, insightful answers which relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions.

Unexcused absences will result in a reduction of your final grade by one grade per absence (A to A-). If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by 6:30 P.M., and to contact me at least an hour prior to class with the reason for your absence.

Students are expected to come to class on time and be well prepared to discuss the outlined topics. All reading assignments must be completed prior to the designated class. Graphic organizers will be used to structure the reading material in a meaningful manner and may be collected. Issues regarding special education are often technical and may be confusing. I welcome questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

2. Journal entries: 30 points/10 points each

The journal entry will be used to respond to questions presented in class and to share personal insights and/or questions. The entries must be word processed using 12 point print, single spaced, dated, have the entry question at the top of the first page, and be kept in a folder. At least three references (the text, class discussions, or supplemental materials) are required for each journal entry. The text must be one of the references. The references must be appropriately documented.

Due dates: 9/5, 9/12, 9/26

3. Two contacts with people involved with special education: 30 points each

This activity is meant to give you the opportunity to interview two people who have personal experiences, commitment, and investment in special education. This may include individuals with disabilities, parents of students with disabilities, teachers, administrators, or specialists. I encourage you to visit a classroom where students with disabilities receive services.

After each interview you will write a reflective essay which must include:

Rationale for your choice: Reasons for your decision to interview this individual are presented in this section.

Relevant information about the interviewee: Background information on the individual as well as any information pertinent to the situation is included in this section. Please ask the individual if you may use his/her name. If your interviewee wishes to remain anonymous, please honor that request. Also be aware of any privacy issues. Assure the individual that any information given is held in complete confidence.

Your questions: Approximately 5 questions should be prepared prior to your interview. Often additional questions will be generated during the actual interview. One question must focus on the individual's belief system concerning inclusionary practices.

Responses to your questions: Responses do not have to be verbatim. They may be accurately paraphrased.

Your observations and reactions in relationship to your belief systems and future teaching practices. Insightful reflection and meaningful connections to the reading materials and class discussions are expected to be clearly evident in this section of the paper. The references must be appropriately documented.

Each paper must be 3-5 pages in length, word processed using 12 point print, single spaced, dated, and kept in folder. If you need assistance in arranging these contacts, please see me **immediately**.

Due: 9/19 and 10/3

Assignments are due by the end of the designated class.

Work handed in late will result in a reduction of your grade.

Journal entry: one point per day

Contact paper: 3 points per day

The use of correct spelling, punctuation, and grammar is expected in all written assignments. The syllabus is subject to change. If this should occur, students will be informed during class.

EVALUATION POLICY

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement. As stated in the Student Handbook, the grades of A and A- "are given for achievement of the highest

caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge.” Please refer to the Student Handbook for further clarification. It is the instructor’s purview to apply qualitative judgment in determining grades for an assignment and for the course. Students can expect to work 4 to 6 hours per week outside of class preparing for this course. If you have any questions concerning your grades, please see me immediately.

Grade Conversions:

95 - 100 = A	74 - 76 = C
90 - 94 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

Accommodation:

Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Academic Honesty:

The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook.