

**MORAVIAN COLLEGE**  
**Bethlehem, Pennsylvania 18018**

**INCLUDING STUDENTS WITH SPECIAL NEEDS**

Educ. 242.2

Spring 08 Thursday Night 1/17/08 to 2/28/08

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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-). Excused absences include illness or personal emergency. Absence due to illness will be excused only with a written form from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Learning and Counseling Center or other appropriate professionals. 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 every class on time, remain for the entire class, 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. Response Essay: 30 points/10 points each**

The essay will be used to respond to a question presented in class and to share personal insights and/or questions. Each essay must be at least 1 and 1/2 to 2 pages in length, word processed using 12 point print, double-spaced, dated, have the essay question at the top of the first page, and be kept in your folder. At least three references (the text, class discussions, or supplemental materials) are required for each essay. The text must be one of the references. The references must be appropriately documented.

**Due dates: 1/24, 1/31, and 2/14**

### **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 using this format:

- **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 all 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. They are to follow the question.
- **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 **must** be clearly evident in this critical section of the paper. The references must be appropriately documented.

Each paper must be 4 to 5 pages in length, word processed using 12-point print, double-spaced, dated, and kept in your folder. If you need assistance in arranging these contacts, please see me **immediately**.

**Due: 2/7 and 2/21**

**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-  
77 - 79 = C+

60 - 63 = D-  
0 - 59 = F

**Accommodation:**

Day students who wish 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).

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

**Academic Honesty:**

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

## **COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignment(s)</b>
<b>1/17</b>	<b>Introduction Inclusion</b>	
<b>1/24</b>	<b>Exceptionality &amp; Special Ed. Current Trends &amp; Issues</b>	<b>Chapter 1 Chapter 2 Essay 1 Due</b>
<b>1/31</b>	<b>Laws Continued Multicultural &amp; Bilingual Aspects of Special Education</b>	<b>Chapter 3</b>
<b>2/7</b>	<b>Learners with Emotional or Behavioral Disorders Mr. Feinberg</b>	<b>Chapter 8 Interview 1 Due Essay 2 Due</b>
<b>2/14</b>	<b>Learners with ADHD</b>	<b>Chapter 7 Essay 3 Due</b>
<b>2/21</b>	<b>Parents and Families Learners with Autism Spectrum Disorders Mrs. Giordano</b>	<b>Chapter 4 Chapter 12 Interview 2 Due</b>
<b>2/28</b>	<b>Learners with Special Gifts &amp; Talents</b>	<b>Chapter 15</b>