

MORAVIAN COLLEGE
Bethlehem, Pennsylvania 18018

INCLUDING STUDENTS WITH DISABILITIES

Educ. 244 A

Fall 09

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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 Disabilities will use the seminar format. The purpose of the course is to familiarize students with special education laws, state and federal definitions, best teaching practices, inclusionary practices, ethical issues, and current topics 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, assessment techniques, referral procedures, identification criteria, and delivery formats.
3. Students will demonstrate an 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.

7. Students will demonstrate their understanding of their roles in assessing and teaching diverse learners in their written work and by active participation in class discussions and activities.

REQUIRED TEXTS

Byrnes, M. (2009). *Taking sides: Clashing views in special education (4th edition)*. New York: McGraw-Hill.

Vaughn, S., Bos, C. S., & Schumm, J. S. (2009). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (4th edition)*. Boston: Pearson.

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. Respectful and professional behavior is expected at all times.

Unexcused absences will result in a reduction of your final grade by one grade per absence (A to A-). More than two unexcused absences will result in a failing grade for the course. 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. More than three 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 7:30 A.M., and to contact me 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 will 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.

Cell phones are to be turned off during class. For emergency situations, students may ask the instructor for permission to put the cell phone on vibrate. Texting is not permitted during class. Laptops may be used in class for coursework purposes only and with the instructor's permission. Inappropriate use of cell phones and/or laptops during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade.

2. Response Essays: 30 points/5 points each

The essay is designed to give students an opportunity to thoughtfully respond to the readings and class discussions as well as 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 a folder. At least three references (the texts, class discussions, or supplemental materials) are required for each essay. One of the texts must be a reference.

Due: 9/10, 9/24, 10/8, 10/27, 11/3, & 11/17

3. Two contacts with people involved with special education: 30 points/15 points each

This activity is meant to give students the opportunity to interview two people who have personal experiences, commitment, and investment in the special education field. This may include individuals with disabilities, family members of individuals with disabilities, teachers, administrators, or specialists. After each interview the student 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 be, “What is your belief system concerning inclusionary practices?”**
- **Responses to your questions:** Responses do not have to be verbatim. They may be accurately paraphrased. The response is to follow the specific 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. At least three references (the texts, class discussions, or supplemental materials) are required for each interview. One of the texts must be a reference. Each interview must be 4 to 5 pages in length, word processed using 12-point print, double-spaced, dated, and kept in a folder. If you need assistance in arranging these contacts, please see me **immediately**.

Due: 10/15 & 11/10

4. Article Review: 10 points

This activity is meant to give students an opportunity to research a topic of interest related to their specific certification areas and to share insights with their colleagues. The presentation is to be 10 minutes in length and must include a handout that is meaningful to their colleagues. A written review of the article is to be turned in after the presentation. The written review must be at least 1 page in length, word-processed using 12 point print, double-spaced, dated and kept in a folder.

Due: Presentation dates will be arranged with individual students.

5. Final Project: 20 points

In the spirit of allowing students to demonstrate their newly constructed understanding through differentiated assessment techniques, students may choose one of the following activities as a culminating project. The project is meant to give students an opportunity to reflect on their

experiences in this class, address areas in which they feel they have grown as pre-service teachers, consider issues which require further personal research, and contemplate their belief systems in relationship to teaching diverse learners. At least three references (the texts, class discussions, or supplemental materials) are required for the chosen project. One of the texts must be a reference.

- Multi-media presentation: The presentation is to be 10 to 15 minutes in length and include an appropriate handout that is helpful to your colleagues. Presentation dates will be arranged with individual students.
- Written paper: This paper should be 8 to 10 pages in length, word-processed using 12-point print, double-spaced, and dated.
- **Due: by 12/3**

Assignments are expected to be original in nature, well organized, thoughtful in nature, and coherently presented. The use of correct spelling, punctuation, and grammar is expected in all written assignments. APA format is required.

Assignments are due by the end of the designated class.

Work handed in late will result in a reduction of your grade by one point per day (A to A-).

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:

94 - 100 = A	74 - 76 = C
90 - 93 = 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:

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510).

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization.

Academic Honesty:

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

<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

COURSE SCHEDULE

Date	Topic	Assignment(s) Due
9/1	Introduction	
9/3	Special Education & Inclusive Schooling	VBS: Chapter 1
9/8	Special Education & Inclusive Schooling continued	B: Issues 2 & 14
9/10	Collaboration	VBS: Chapter 2 Due: Essay 1
9/15	Mr. Joseph Kempfer Assistant Director of Learning Services	
9/17	Accommodations & Access	B: Issue 12 & 13
9/22	Learning Disabilities & ADHD	VBS: Chapter 3
9/24	Learning Disabilities & ADHD Continued	B: Issues 17 & 16 Due: Essay 2
9/29	Communication Disorders	VBS: Chapter 4
10/1	Planning & Grouping Strategies	VBS: Chapter 9
10/6	Autism Spectrum Disorders	VBS: Chapter 6 B: Issue 18
10/8	Developmental Disabilities	VBS: Chapter 7 B: Issue 11 Due: Essay 3
10/13	Promoting Success for All Learners	VBS: Chapter 12
10/15	Promoting Success for All Students Continued	B: Issue 20 Due: Interview 1
10/20	Sensory, Physical, & Health Impairments Mrs. Kate Miller Head Women's Lacrosse Coach	VBS: Chapter 8
10/22	Campus Accessibility	
10/27	Sensory, Physical, & Health Impairments	Due: Essay 4

Continued

10/29	No Class/Conference	
11/3	Reading Writing	VBS: Chapter 13 VBS: Chapter 14 Due: Essay 5
11/5	Math	VBS: Chapter 15
11/10	Emotional & Behavioral Disorders	VBS: Chapter 5 Due: Interview 2
11/12	Student Behavior & Social Acceptance Mr. Richard Agretto Director of Special Education, BASD	VBS: Chapter 10
11/17	Culturally & Linguistically Diverse Students	VBS: Chapter 11 Due: Essay 6
11/19	Culturally & Linguistically Diverse Students continued	B: Issue 3
11/24	Teaching in the Content Areas Developing Independence in Learning	VBS: Chapter 16 VBS: Chapter 17
11/26	Thanksgiving	
12/1	IEP and Section 504 Plans	
12/3	Lessons Learned	
12/8	Where Do We Go From Here?	