

HBM 912

Inclusion: What, Why & How

An Introduction to Special Education Inclusion for the General Ed Teacher

Course Syllabus

Instructor: Elizabeth Peterson, M.A.

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Number of Units: 3

Course Description:

This online course will explore the history of special education and inclusion, the pros and cons of including students with special needs in the classroom, what role the general education teacher has, and strategies to help special education students be successful in the classroom. *It is assumed that students taking this course have access to at least one special education student with an active IEP in which to make observations and applications from the course material. (Students will need to purchase required texts, as costs are not included in fees for course materials.)*

Procedures:

Carefully read the entire syllabus and all of the course requirements. If, after examining the course requirements, you decide that this course is inappropriate for your needs, notify the instructor via email, refer to the [Independent Study Policies and Procedures](#) for information regarding course drops and refunds. this course.

How to send Email:

The subject line of all email must contain the following information:

course number, your last name, first initial

Example: **HBM 912** Peterson,E

Email sent without this subject line will not be opened.

Course Dates:

Self paced-student may enroll at anytime and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an to learn and use interface. To learn more about moodle, click [here](#).

Getting Help:

If you need help logging on to the Moodle site, contact The Help Desk as Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Course Completion:

The following forms need to be completed, and mailed back to the instructor up completion of the course. Please print the following forms:

- [Three-part Grade Form](#)
- Procedure for Completing Coursework
- Assignment Checklist

Once this information is received, a grade will be forwarded to the School of Professional Studies at Fresno Pacific University and you will be notified via email.

Official Grade Reports and Transcript Information:

Before you order transcripts:

1. Finish the course. Be sure to return the completed 3-part Grade Form to the instructor. (Please see [Independent Study Policies and Procedures](#))
2. Wait for the official, blue computer-generated Grade Report to be mailed to you from Fresno Pacific University.
3. After you receive your official, blue computer-generated Grade Report, go to www.fresno.edu/registrar for information and the official transcript request form or call 559-453-2268 for details.

Course Materials: (Not included in course fees)

[Successful Inclusion: Practical Strategies for a Shared Responsibility](#) by Kochhar, West & Taymans (Copyright 2000 ISBN# 0-13-921172-1)

[Teaching Kids with Learning Difficulties in the Regular Classroom](#) by Susan Winebrenner (Copyright 2006 ISBN# 1-57542-004-X)

Various online articles

*All texts can be purchased through [amazon.com](#) or [borders.com](#)

Course Requirements:

Students will read the texts included with this course as well as on-line articles.

Students will complete several reflections and summaries related to the topics of discussion.

Students will submit a case study of a special education student.

Students will research and submit their districts special education processes and procedures.

Students will submit two lessons that reflect some of the accommodating strategies learned within the course.

Students will complete a reflective writing describing their experiences through the course.

National Standards

This course covers the following National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Their Learning

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice.

Proposition 3: Teacher Are Responsible for Managing and Monitoring Student Learning

Accomplished teachers create, enrich, maintain and alter instructional setting to capture and sustain the interest of their students and to make the most effective use of time. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met.

Proposition 4: Teacher Think Systematically about Their Practice and Learn from Experience

Accomplished teachers draw on their knowledge of human development, subject matter and

instruction and their understanding of their students to make principled judgments about sound practice.

Proposition 5: Teachers are Members of Learning Communities

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development.

Learning Objectives/Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of how special education has progressed over the years and where inclusion fits into their teaching practices
2. Describe the benefits of inclusion and analyze the barriers to successful inclusion
3. Analyze their own teaching methods and demonstrate how they have accommodated their instruction to meet the needs of special education students
4. Explain their school districts special education processes and procedures
5. Analyze a special education student's needs and analyze the current plan for the student to access the curriculum successfully.

Schedule of Topics

1. *Introduction*
2. *Legal Roots and Social Forces*
3. *Responsibility*
4. *Controversies*
5. *Benefits*
6. *Public Policies*
7. *Overcoming Barriers*
8. *Placement Options & Assessment*
9. *Teacher's Role- Accommodations & Modifications- Lesson Plans*
10. *Support Services*
11. *Case Study*

12. Reflection/Evaluation

Evidence of Learning (based on course rubrics)

- Course instructor observed evidence of course objectives through reflective writing assignments
- Course instructor observed evidence of course objectives through lesson plans designed with accommodations
- Course instructor observed evidence of course objectives through student's participation in course forums
- Course instructor observed evidence of course objectives as demonstrated by student's final project that produced a case study of a special education student and student's final reflection

Grading Policies and Rubrics

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of "A" or "B". Coursework that earns below a "B" or below an 80% will not receive credit.

An assignment rubric is available to download. You will want to print the rubric to refer to throughout the course. 132 points on the rubric scale are available.

90%-100% =A (119-132 points)

Work shows an investment of time and energy. There are thoughtful reflections and examples to support ideas. The questions are answered thoroughly and additional thoughts or questions may be raised to indicate that the student is interacting with the text.

80-89%=B (105-118)

Work is not as thorough in thought and reflection. Thoughts are more general and do not give as much detail. Questions are answered but do not address the issues with precision.

Instructor/Student Contact

Contact with the instructor will be via email, web discussion forum, posted assignments through FPU moodle and phone. The instructor is here to facilitate learning and guide students through the objects. Students are encouraged to use email, forums and phone to communicate with the instructor.

References

Please find the following resources to further enhance your knowledge and abilities:

California Department of Education (2000) Strategic Teaching and Learning. Sacramento, California: Department of Education

Harvey, Stephanie & Goudvis, Anne (2000) Strategies that Work . Portland, Maine: Stenhouse Publishers.

Marzano, Robert J. (2001) Classroom Instruction that Works. Alexandria, Virginia: Association for Supervision and Curriculum Development.

McCarney, Stephen B. & Wunderlich, Kathy Cummins (2006) Teacher's Resource Guide. Columbia, Missouri: Hawthorne Educational Services, Inc.

Van Zile, Susan (2001) Awesome Hands-On Activities for Teaching Literary Elements. New York: Scholastic Inc.

www.educationworld.com

<http://www.interventioncentral.org/>

<http://www.nrsl.com/>

www.wrightslaw.com

Policy on Plagiarism

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

University Information

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems