This course examines the etiology and characteristics of exceptional learners as well as the educational programs for students with diverse learning needs. Emphasis will be placed on educational law, identification, intervention techniques, educational alternatives and support services available in the US and the UK. A variety of field experiences will supplement class activities and guest speakers. Students will select a related area of special interest for further intensive research.

TEXT

The Inclusive Classroom: Strategies for Effective Instruction, 4th edition

Margo A. Mastropieri & Thomas E. Scruggs, Merrill

ISBN: 9780136101277

Other professional readings will be assigned by the professor.

STUDENT OUTCOMES

The student will demonstrate the ability to:

- articulate the basic tenants and identify the impact on public education of legislation affecting persons with disabilities in the US and the UK
- define the 13 categories of students with disabilities identified by IDEA and those categories of disability used in the UK
- describe the eligibility criteria by which students with disabilities are identified.
- describe the pre-referral/referral process and how students are served in special education
• define the types of direct and related services available to students with disabilities.
• demonstrate knowledge of the IEP team, due process, reasonable accommodations, and least restrictive environment.
• describe appropriate inclusionary strategies and the importance of collaboration among educators, parents and other service providers.
• define appropriate supplementary aids and services to students with disabilities placed in general education.
• determine appropriate modifications for students with disabilities.
• compare and contrast the educational systems of the US and UK with respect to:
  1. public vs. private education
  2. education of students with exceptionalities
  3. educational equity for all learners
  4. teacher preparation programs/practices

CLASS ATTENDANCE

Class attendance is required of all students. It is important for each student to be actively involved in all aspects of the academic program. Grades will drop by one letter grade for each event (lecture or field trip) missed.

PROFESSIONALISM

Professionalism is required. Evidence of emerging awareness and understanding of the ethics and professionalism expected of teachers is essential. Professional behavior on the part of the student is expected in all interactions and activities associated with this class. Up to 5 points may be added or up to 15 points deducted for unprofessional behavior. Examples of unprofessional behavior include: chronic absenteeism or tardiness, late work, lack of preparation, lack of participation.

ASSIGNMENTS

Students will keep a journal on all aspects of the course. Journals will be turned in for review each Thursday evening.

EXAMINATIONS

Periodic exams will be administered throughout the semester. Exam questions will reflect content from lectures, field trips, guest speakers and assigned readings.

RESEARCH ASSIGNMENT

All students will specify an area of extended research before the end of the course. Students will work with the professor to determine an appropriate topic of study.
GRADE DETERMINATION

Grades will be based on examinations, journal writings, the research assignment and class attendance.