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:

The student will demonstrate a basic knowledge and understanding of:
1. terminology regarding special education.
2. definitions and criteria regarding exceptionalities and delivery formats.
3. legal and ethical issues regarding special education services.
4. current trends, best practices, and inclusionary practices as they relate to general education and special education services.
5. belief systems regarding special education practices
REQUIRED TEXT

Additional readings will be distributed during class.

COURSE ACTIVITIES

1. Attend and participate in all classes: 10 points
Attendance will be taken in class. Since the seminar format will be used, attendance and class participation are essential. Each unexcused absence 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 prior to class with the reason for your absence. Absences due to illness will be excused only with a written form from a healing practitioner. Students are expected to come to class on time and well prepared to discuss the outlined topics. All reading assignments must be completed prior to the designated class. 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.
- to review specific articles given out during the length of the course.
- to write personal insights and/or questions.
The entries must be typed, dated, have the entry question at the top of the first page, and be kept in a folder. At least three different 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: 1/20, 1/27, 2/10**

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 students with disabilities, parents of students with disabilities, teachers, administrators, or specialists. You may visit a classroom where students with disabilities receive services. After each contact you will write a reaction essay which must include:
- rationale for your choice
a description of the situation
your questions:
  **One question must focus on the individual's belief system concerning inclusionary practices**
the responses to your questions
**your observations and reactions in relationship to your belief systems and future teaching practices**
Each paper must be 3-4 pages in length and typed. If you need assistance in arranging these contacts, please see me **immediately**.
**Due: 2/3 and 2/17**

**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: five 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. 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.

| 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:**
Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

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