Meeting Times:
Location:
Instructor:
Office Location:
Phone:
Office Hours:
Email Address:
Departmental Secretary: Marguerite MacDonald

Course Description:
This course provides an overview of the curriculum, practices, and legislation pertaining to education in inclusive classroom settings. Topics presented will relate to students who have a variety of special needs, English language learners and other diverse learners. A special feature of this course includes five hours of classroom observation in an inclusive classroom setting. Lecture [3.00].

Prerequisites/Co-requisites: none

Course Credits/Hours: 3 lectures, 3 credits

Student Learning Outcomes:
As a result of meeting the requirements in this course, students will be able to:

1. Examine and describe the foundations, history, programs, legislation and practices pertaining to inclusive education.
2. Research current issues and trends that impact atypical learners.
3. Identify and explain the various special needs and physical, cognitive and behavioral disabilities that affect children, families and the classroom.
4. Evaluate current instructional and assessment practices for students in inclusive classroom settings and identify the components of Individualized Education Plans.
5. Evaluate and compare developmentally appropriate practices for teaching students with diverse needs, including students who are English language learners and those with learning disabilities and behavioral problems.
6. Demonstrate problem-solving skills in order to plan instruction to accommodate all learners.
7. Demonstrate improvement in academic writing skills and presentation skills.

Means of Assessment
Student learning will be assessed through weekly written assignments and class participation, in addition to the midterm and final projects/presentations.

Research, Writing, and Examination Requirements:
There are weekly written assignments, forums, and journals that are evaluated in addition to the midterm and final projects.

Course Requirements:

1. Complete all assigned readings by due dates. Information from reading assignments will provide you with information for class discussions, reflection essays, written assignments, midterm and final projects. Chapters from the textbook and additional readings will be assigned weekly.
2. Submit all written assignments using Microsoft Word. Documents must be typed, double spaced, and carefully proofread for spelling and grammatical errors.
3. Late work will be accepted at the discretion of the instructor.

Special Features of the Course:
It is required that students enrolled in this course complete 5 hours of observation in an inclusive or self-contained classroom setting.

Observation in the Field:
For this component, you will be required to volunteer 5 hours of your time in an inclusive classroom setting of your choice. For many settings, it will be appropriate for you to merely observe the students and teachers in the classroom, however as an observer, you can offer your services in whatever capacity will best serve the needs of the students or teachers with whom you will be working. Classroom observations must take place prior to the eighth week of the semester.

Course Text:
Grading Policy:

- Weekly Class Participation 20%
- Evaluation Journals 20%
- Written Assignments and Essays 20%
- Midterm 20%
- Final 20%

Grading Scale:

A  90-100
B+ 85-89
B  80-84
C+ 75-79
C  70-74
D  60-69
F  below 60

Attendance/Lateness Policy:
All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students are expected to attend every scheduled class and to arrive punctually. An objective of this course is to develop professional behaviors and characteristics and being on time and present is a reflection of your professionalism as a pre-service teaching candidate.

Attendance will be taken at each class session. Each student is held responsible for all material presented in class. In the event that you must be absent, it is necessary for you to follow the syllabus and get the work that was missed from a classmate. You will receive 1 absent mark for every 3 times you arrive late.

Please review the statement on acceptable use of BCC technology in the college catalog.

Statement on Americans with Disabilities Act (ADA)
Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

**Academic Integrity Policy in this Course**

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

**Discrimination and Harassment Policy**

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.

2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

**Acceptable Use of BCC Technology Resources**

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog
for details). The College’s entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

**Course Outline and Calendar:**

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<th>Course Title</th>
<th>Week</th>
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<td>Week 1</td>
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<tr>
<td>An Introduction to Special Education</td>
<td>Week 2</td>
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<tr>
<td>Making Special Education Work for All Children</td>
<td>Week 3</td>
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<tr>
<td>Risk Factors and Early Intervention</td>
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<tr>
<td>Children with Learning Disabilities</td>
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<td>Children with Intellectual Disabilities</td>
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<td>Severe Disabilities</td>
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<td>Midterm Project</td>
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<td>Behavior Disorders</td>
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<td>Autism</td>
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<td>Communication Disorders</td>
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<td>Hearing &amp; Vision Loss</td>
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<td>Physical Disabilities &amp; Health Impairments</td>
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<td>Final Project</td>
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<td>Gifted &amp; Talented</td>
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