

**Bergen Community College**  
**Division of Business, Arts and Social Sciences**  
**Social Sciences Department**

**Course Syllabus**  
**EDU 102 Inclusion and The Exceptional Child**

**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: Research, Writing, and Presentation Requirements**

Student learning will be assessed through written assignments, formal and informal presentations and consistent class participation. Additional assessments include a case study, written lesson plans, teacher/parent role play, and evaluation of classroom observations

### **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 10 hours of observation in an inclusive or self-contained classroom setting.

### **Course Text:**

Hunt, Nancy and Marshall, Kathleen. *Exceptional Children and Youth, EDU -102 Special Education, Bergen Community College Custom Edition*, Cengage Learning 2012.

### **Alternate Text:**

Hunt, Nancy and Marshall, Kathleen. *Exceptional Children and Youth*, Wadsworth, Cengage Learning, 5<sup>th</sup> Edition, 2012.

### **Grading Policy:**

- **Written Lesson Plan with special accommodations** 20%
- **Evaluation Essay/Observation Hours** 20%
- **Written Assignments, Sign Language Presentation** 20%
- **Case study/Individualized Lesson Plan** 20%
- **Presentation: Issue related to students with special needs** 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:**

Introduction Week	Week 1
An Introduction to Special Education	Week 2
Making Special Education Work for All Children	Week 3
Risk Factors and Early Intervention	Week 4

Children with Learning Disabilities	Week 5
<ul style="list-style-type: none"> <li>• Develop a lesson plan for an inclusive classroom with accommodations</li> </ul>	
Communication Disorders	Week 6
<ul style="list-style-type: none"> <li>• Sign language presentation</li> </ul>	
Severe Disabilities	Week 7
<ul style="list-style-type: none"> <li>• Write an essay reflecting on your interest/potential to teach students with severe disabilities</li> </ul>	
Individualizing Instruction	Week 8
<ul style="list-style-type: none"> <li>• Midterm Project: Case Study/Individualized Lesson Plan</li> </ul>	
Behavior Disorders	Week 9
<ul style="list-style-type: none"> <li>• Teacher-Parent Role Play</li> </ul>	
Autism	Week 10
Children with Intellectual Disabilities	Week 11
<ul style="list-style-type: none"> <li>• Evaluation Essay of Classroom Practices</li> <li>• Observation Time Sheet due</li> </ul>	
Hearing & Vision Loss	Week 12
Physical Disabilities & Health Impairments	Week 13
Final Project: Presentation on areas relevant to students with special needs	Week 14
Gifted & Talented	Week 15