

George Fox University
School of Education

EDFL 631
Spring 2007
Online (Jan 20 – March 24)
2-semester hours

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Educational Foundations & Leadership:
Implementing Inclusion in the Regular Classroom

Course Description

This course builds upon foundational knowledge of exceptionalities introduced in pre-service teacher education programs, and includes an update of recent legal cases and reauthorization of Special Education laws, with an emphasis on providing strategies and resources for educational services to exceptional learners in regular classrooms. The course is designed to familiarize students with methods and materials used when teaching exceptional learners according to Oregon’s learning standards using curriculum-based and performance-based methods of individual instruction as an alternative to general education approaches.

Course Objectives

The student will:

- Display knowledge of Federal and state regulations regarding IFSP/IEPs.
- Use multiple planning procedures for improving the chances of student academic and social improvement.
- Identify and design evidence-based social interventions.
- Identify, use & monitor research-based instructional models including alternatives
- Modify curriculum through adaptations and accommodations.

Objective	Oregon TSPC Standards	Conceptual Framework	Dispositions	Assessment Activities
Inclusive Practice: knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.	Admin. 584-017-0251 0261 4b C Teachers 584-017-0100 (1)(f) 0115 (5)(e)	TC TP PJ	CM CC	Final Project Related Cases, Statutes, & Rules

EDFL 631 – Implementing Inclusion in the Regular Classroom

Texts/Materials: Karten, Toby J. (2005). *Inclusion strategies that work! Research-based methods for the classroom*. Thousand Oaks, CA:Corwin Press.

Course Schedule & Use of Technology

The online course schedule will be based on the first ten chapters of the text – one for each week starting January 20 through March 24, 2007. You will first learn the information and then will apply to your practice through reflections. It is expected that you will read all of the assigned text, assigned supplemental readings accessed from online resources, reflect on each reading to apply it to your role with one culminating reflection paper (Ch. 12) on ways to incorporate the material into your planning for your teaching/assignment. This course will emphasize the best evidence-based programs.

1/20/07 First Session – Special Education Research Base and Laws

Karten, 2005, pp. 1-25
Textbook acquisition through online sources
Introduction of the Syllabus, Course Overview, and Accessing GFU's online library

1/27 Second Session – Special Education Terminology

Karten, 2005, pp. 27-54

2/3 Third Session – Establishing Inclusive Classrooms/Schools

Karten, 2005, pp. 55-95

2/10 Fourth Session – IEPs and Our Final Projects

Karten, 2005, pp. 97-106

Peruse Final Project format

Posting due by end of 10th Session (3/24/07) or by 5:00 PM on Friday 4/27/07.

2/17 Fifth Session – Social Issues, Justice and the Curriculum

Karten, 2005, pp. 107-125

2/24 Sixth Session – Connecting with Special Need Students

Karten, 2005, pp. 127-147

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3/3 Seventh Session – The Basics to Instruction & Assessment

Karten, 2005, pp. 149-245

3/10 Eighth Session – Developing Life-Long Skills through the Basics

Karten, 2005, pp. 247-272

3/17 Ninth Session – Assessing Students with Special Needs

Karten, 2005, pp. 273-283

3/24 Tenth Session – Working with Parents & Students

Karten, 2005, pp. 285-291

Final Project Due online by 4/27/07

Policies and Expectations

The focus throughout the semester will be individual activity. Active participation online is expected and will be reviewed weekly by the student.

Grading

Letter grades are assigned according to a percentage of earned points for the various activities. Typically course grades are as follows:

A = 95% and above

C = 68% to 71.9%

A- = 90% to 94.9%

C- = 62% to 67.9%

B+ = 85% to 89.9%

B = 80% to 84.9%

B- = 76% to 79.9%

C+ = 72% to 75.9%

F = Not Completing Final Project/Online Postings

Thank you for your participation in this course at George Fox University!