

## SYLLABUS

<b>COURSE TITLE</b>	Special needs students and inclusive education	
<b>CREDITS</b>	4	
<b>LANGUAGE OF INSTRUCTION</b>	English	
<b>DEPARTMENT/FACULTY</b>	Education and Psychology	
<b>LECTURER(S)</b>	Dorota Chimicz, PhD	
<b>COURSE OBJECTIVES</b>		
<p>Having completed this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the fundamentals of inclusive education and the roles and the responsibilities of teachers and trainers in inclusive classrooms</li> <li>• Identify and describe the main types special educational needs encountered in the classroom</li> <li>• Plan the activities for students with special educational needs in inclusive education along with the individual educational plan (IEP)</li> </ul>		
<b>PREREQUISITES</b>	None	
<b>COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS</b>		
30 hours of practice		
<b>COURSE DESCRIPTION</b>		
<p>The aim of the course is to familiarize students with different types of disabilities and special educational needs and the core elements of inclusive education. This course enables students to learn practical strategies on how to assist and teach students with special educational need in inclusive classrooms.</p>		
<b>METHODS OF INSTRUCTION</b>	lecture, discussion, didactic film, reading assignments, demonstrations, case studies, presentation, practice classes	
<b>REQUIREMENTS AND ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>• Attendance and active participation in classes</li> <li>• One presentation</li> <li>• Preparing class scenario</li> <li>• One test at the end of the term covering the texts and workshops (multiple choice; true- false statements; gapped sentences)</li> </ul>	
<b>GRADING SYSTEM</b>	<p>Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.</p> <p><b>Tests:</b> There will one test at the end of the term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading.</p> <p>The test will cover the text and lecture material</p> <p>0-50% - 2.0 50-59%-3.0 60-69% -3.5 70-79%-4.0 80-89% - 4.5 90-100%-5.0</p> <p><b>Class scenario:</b> Students will prepare a class scenario for special needs students classroom activities</p>	
<b>TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS</b>	<b>Activity</b>	<b>Hours:</b>
	Workshops	30
	Preparation for classes (Reading, homework etc.)	25

<b>CREDIT POINTS</b>	Preparing presentation	20
	Revising for the test	25
	Preparing class scenario	20
	Total	120
	ECTS	4

**STUDY MATERIALS**

**PRIMARY OR REQUIRED BOOKS/READINGS:**

Armstrong, D., Armstrong, A. C. & Spandagou, I. (2011). *Inclusion: by choice or by chance?*, International Journal of Inclusive Education, 15:1, 29-39, DOI: 10.1080/13603116.2010.496192.

Barber, M. & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey Company. (on-line: <https://www.mckinsey.com/industries/social-sector/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top>)

European Agency for Development in Special Needs Education (2012). *Young Views on Inclusive Education*, Odense, Denmark: European Agency for Development in Special Needs Education. ISBN: 978-87-7110-387-8 (Electronic), (on-line: <<http://www.european-agency.org>>).

European Agency for Development in Special Needs Education (2012). *Profile of Inclusive Teachers*, Odense, Denmark: European Agency for Development in Special Needs Education. ISBN (Electronic): 978-87-7110-337-3.

Fuchs, W. W. (2009-2010). *Examining Teachers' Perceived Barriers Associated with Inclusion*, In. SRATE Journal, Volume 19, Number 1, pp. 30-35, (on-line: <<https://eric.ed.gov/?id=EJ948685>>).

Glazzard, J. (2011). *Perceptions of the barriers to effective inclusion in one primary school: voices of teachers and teaching assistants*, (on-line: <<https://doi.org/10.1111/j.1467-9604.2011.01478.x>>).

*World Conference on Special Needs Education: Access and Equality, Salamanca Statement and Framework for Action on Special Needs Education*, Salamanca, 7–10.6.1994, paras. 2 and 3. (on-line: <http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf>).