

**Education 373-3**  
**Special Topics: Special Education and the Year 2000**  
**(T3.00)**  
**(Cat #54212)**

Summer Session, 1993  
(July 5-14)  
Monday through Wednesday  
8:30 a.m. - 12:20 p.m.  
Location: Prince George

Instructor: B. Hoskins

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**PREREQUISITE:** EDUC 401/402 and certified practising teacher. Students may take no more than three Tri-University courses toward a degree or diploma.

**COURSE DESCRIPTION**

The course will address theoretical and practical issues which arise from inclusionary service delivery. The sessions will review current theory, explore changing values that impact on the practicing professional, discuss inclusionary service issues, and demonstrate exemplary teaching strategies which promote integration of students with special needs. Through an interactive approach, participants will have the opportunity to further develop their personal philosophy and teaching practices to meet the needs of a full range of learners.

**COURSE OBJECTIVES**

Students will:

- place the education of students with special needs within the context of a theoretical framework with regard to philosophical principles, research and legislation;
- understand the change process as it relates to current educational practice;
- interpret the principles of *Year 2000* in relation to learners with special needs;
- understand the key system attributes of accessibility, relevance, high quality, equity and accountability as they apply to the education of all learners;
- describe special needs categories, identify programming options, and clarify available support services for all students;
- understand the system of educational funding as it applies to inclusionary practices;
- explore service delivery issues and resulting policies, procedures and practices;
- examine personal and professional roles, values, attitudes and beliefs related to learners with special needs; and
- identify ways to implement exemplary learner-focussed educational programs at the community/school level.

**COURSE REQUIREMENTS**

Assignments 1-3. Using the framework of a reflective journal, students will:

1. respond to pre-readings (10%)
2. respond to five concepts and themes addressed during the course (25%)
3. complete a summary activity prioritizing issues studied during the course, justifying the choices, and identifying a personal action plan for follow-up (15%)

Each of the above assignments will be evaluated on the basis of comprehension and analysis of issues, synthesis of understanding, and personal application.

*These three assignments have a cumulative weight of 50%*

(please turn over)

Assignment 4. Students will choose one from the following list:

- a. evaluate a variety of learning resources using multiple framework/criteria;
- b. develop and demonstrate a teaching strategy that is applicable to a wide range of students, with appropriate rationale;
- c. design a workshop for a specific target audience and present a synopsis;
- d. develop a comprehensive school plan inclusive of community, teachers, and children, which supports the integration of special needs students;
- e. develop and conduct a role-play or simulation activity that demonstrates synthesis/application of concepts or issues relevant to the course;
- f. design and conduct a self-directed learning project related to one of the concepts or issues addressed in the course.

For the above choices students will prepare a proposal including rationale, procedure, and major components of the project. The instructor will conference with each student to evaluate the proposal and to provide guidance.

*This assignment has a weight of 30%.*

The remainder of the students' grade will be based on participation in all course activities, using specific criteria developed jointly by instructor and students.

*Participation is given a weight of 20%.*

#### REQUIRED PRE-READING

Benjamin, S. (1989). An ideaspape for education: What futurists recommend, *Educational Leadership*, 47, (10), 8-14.

McBride, S. (1989). Rights of special needs students. *B.C. Journal of Special Education*, 13, (2), 101-107.

Ministry of Education (undated). *Year 2000: A Framework for Learning*. Province of British Columbia.

Special Education Branch. (1991) *System Attributes Interpreted for Students with Special Needs*. Internal Document.

Stanford, J. S., Ferguson, D. L, & Biklen, D. (1985). The front line...teachers. In Biklen, D. *Achieving the Complete School: Strategies for Effective Mainstreaming*. Newark, N.J.: Teachers College Press.

**A package of pre-readings will be sent to students prior to the beginning of classes. Students will be charged for the cost of course materials. Payment will be collected at the first class.**