

**Course
Description**

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This course develops foundational knowledge in the characteristics, identification, educational needs, and development of students with exceptionalities with specific focus on students with disabilities. Content includes the influence of exceptionalities on the cognitive, educational, communication, motor, and social development of individuals with disabilities and other exceptionalities. The legal and ethical basis for comprehensive programs for exceptional children and adults is discussed.

**Course
Objectives**

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Upon completion of this course, students can expect to:

- Identify and describe the historical milestones, legal basis, and current issues in educational programs for students with exceptionalities;
- Understand key controversial issues in current special education policy and practice, including LD identification, RTI, and disproportionality;
- Identify the psychological and educational characteristics of students with mild to moderate disabilities (e.g., learning disabilities, emotional and behavioral disabilities, mental retardation, speech and language impairments);
- Identify the psychological and educational characteristics of students with moderate to severe disabilities (e.g., sensory impairments, autism, traumatic brain injury, multiple handicaps);
- Identify the psychological and educational characteristics of students with giftedness;
- Identify the characteristics and effects of the cultural and environmental influences on a child and family including cultural and linguistic diversity, socioeconomic status, abuse/neglect, and substance abuse;
- Describe the differential characteristics of individual students with disabilities including level of severity and multiple exceptionalities across the lifespan;
- Articulate the continuum of educational placements for students with exceptionalities and the benefits and drawbacks of each;
- Identify the impact of exceptionality on the family;
- Be familiar with agencies, professional organizations, and related Web resources for information relevant to support of special education students;
- Be familiar with national advocacy groups addressing needs of students at risk for, or with disabilities, as well as resources, processes, and means to help these students address social and institutional barriers that impede equal access to services and supports that facilitate success in school, home, and the community;
- Understand the current status of evidence-based research and practice standards in special education.

**Course
Requirements**

ASSIGNMENT/GRADING REQUIREMENTS: ADDITIONAL DETAILS

- 1. Quizzes:** The course includes THREE quizzes based on the required readings. Students will be required to demonstrate knowledge of key points and issues in the readings and also to apply this knowledge with critical thought. Quizzes will be completed ***electronically with a time limit and available only for the week they are assigned.***
- 2. Student Discussion Board:** During several weeks of the semester students will be required to participate on a Discussion Board with their peers. Please check the rubric for

the Discussion Board grading under Course Rubrics. This rubric will be strictly adhered to. Especially look at the timelines for posting and responding.

3. Wheelchair Activity: Every student will be required to plan a trip to Italy for a class of students which happens to have 2 students with orthopedic disabilities and require wheelchair accommodations. The description of the assignment will be listed under the link under Course Home Major Assignments.

4. Website Review Sheets: Students will review selected special education and related area resource Websites, filling out a review sheet on each Website. Students will complete the review sheets on their own and turn them in during Unit 10. This assignment is to be turned in on one document copying and pasting all of the review sheets to one document.

5. Chat Sessions: There will be two chat sessions scheduled during the semester. All students are expected to attend the chat session for the full 45 minutes. These chat sessions will be scheduled making every effort to avoid interference with any other classes you may be taking at this same time. Directions for accessing the chat session will be listed under the course announcements.

6. Visitation: Students will be expected to visit a classroom or program which provides services to students with disabilities. This visitation shall be in an environment different than the one in which you currently work. The visitation shall last 45 min – 1 hour depending upon the school's schedule and a visitation form provided on the course website shall be completed and placed in the dropbox marked Visitation Form.

Textbook(s) The following textbook will be required for this class:

Garguilo, R. M. (2009). Special education in contemporary society: An introduction to exceptionality. (4th Ed.) Los Angeles: Sage Publications;

**Grading
Policy**

Please remember to check the gradebook for this course. Your grades will be listed and should be entered within 1 week of the due date of an assignment. Place all written assignments in the designated DropBox.

Grading Criteria

Each and every assignment will be given a grade. Remember---a late assignment loses 10 points per week.

The rubrics provided under the Course Home - Course Rubrics will be used to grade your assignments. Please be sure to check the rubric before and after completing your assignment to earn the maximum number of points.

Please do not get focused on grades!

Evaluation:

Final Grade: TOTAL OF 1000 points

900-1000 = A

850-899 = B+

800-849 = B

750-799 = C+

700-749 = C

BELOW 690 = FAILURE

200	Discussion Boards
150	Quizzes 3@50 Points
100	Chat Sessions 2 @ 50 Points
100	Website Resources
300	Wheelchair Activity
150	Visitation



Course Syllabus

Fall 2011

Unit 1	CONTENT COVERAGE	Activities	Due by 11:55 PM ET
1	<ul style="list-style-type: none"> •□□ Introductory Bio 	<ul style="list-style-type: none"> •□□□□ Complete Discussion Board for Introductory Bio 	<ul style="list-style-type: none"> •□□□□ Discussion Board
2	<ul style="list-style-type: none"> •□□ Special Education in Context •□□ Policies, Practices, and Programs 	<ul style="list-style-type: none"> •□□□□ Chapters 1 & 2 •□□□□ Complete Discussion Board 	<ul style="list-style-type: none"> •□□□□ Discussion Board
3	<ul style="list-style-type: none"> •□□ Cultural and Linguistic Diversity and Exceptionality •□□ Parents, Families, and Exceptionality 	<ul style="list-style-type: none"> •□□□□ Chapters 3 & 4 	<ul style="list-style-type: none"> Read Chapters
4	<ul style="list-style-type: none"> •□□ Individuals with Mental Retardation or Intellectual Disabilities. •□□ Individuals with Learning Disabilities 	<ul style="list-style-type: none"> •□□□□ Chapters 5 & 6 •□□□□ Discussion Board 	<ul style="list-style-type: none"> •□□□□ Discussion Board

5	<ul style="list-style-type: none"> • Quiz #1 • Chat #1 	<ul style="list-style-type: none"> • Quiz #1 • Chat #1 	<ul style="list-style-type: none"> • Quiz #1 Completed during the week • Chat Session #1 -
6	<ul style="list-style-type: none"> • Individuals with ADHD • Individuals with Emotional or Behavioral Disorders 	<ul style="list-style-type: none"> • Chapters 7 & 8 • Discussion Board 	<ul style="list-style-type: none"> • Discussion Board
7	<ul style="list-style-type: none"> • Individuals with Autism Spectrum Disorders • Individuals with Speech and Language Impairments 	<ul style="list-style-type: none"> • Chapters 9 & 10 • Web Resources Assignment 	<ul style="list-style-type: none"> • Web Resources Assignment Due
8	<ul style="list-style-type: none"> • Quiz #2 	<ul style="list-style-type: none"> • Quiz #2 	<p>October 26</p> <ul style="list-style-type: none"> • Quiz #2 Completed
9	<ul style="list-style-type: none"> • Individuals with Hearing Impairments • Individuals with Visual Impairments 	<ul style="list-style-type: none"> • Chapters 11 & 12 	<ul style="list-style-type: none"> • Read Chapters
10	<ul style="list-style-type: none"> • Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities • Individuals Who Are Gifted and Talented • Chat #2 	<ul style="list-style-type: none"> • Chapters 13 & 14 • Wheelchair Activity • Chat #2 	<ul style="list-style-type: none"> • Wheelchair Activity Due • Chat Session #2
11	<ul style="list-style-type: none"> • Response to Intervention 	<ul style="list-style-type: none"> • Discussion Board • Redefining LD as Inadequate RTI • RTI: Definitions, Evidence, and Implications • Fuchs & Fuchs RTI Blueprint • RTI NJCLD June 2005 Report • NRCLD Update on RTI: Research to Practice (2007) 	<ul style="list-style-type: none"> • Discussion Board
12	<ul style="list-style-type: none"> • Quiz #3 	<ul style="list-style-type: none"> • Quiz #3 	<ul style="list-style-type: none"> • Quiz # 3 due
13	<ul style="list-style-type: none"> • Visitation 	<ul style="list-style-type: none"> • Visitation Form Completed 	<ul style="list-style-type: none"> • Visitation Form Due
14	<ul style="list-style-type: none"> • Wrap-Up 		