

**Rutgers University
Graduate School of Education
Program – Special Education
Fall 2012**

05:300:383:02 Introduction to Special Education (3 Credits)

Mondays: 4.50pm-7.30pm
Location: Scott Hall 220

Course Instructor:

Asha Nambiar
Office: GSE 304
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Office Hours: By appt.

Course Overview:

This course focuses on the foundations of special education. The purpose of the course is to: 1) examine historical background information related to the field of special education (legislation and litigation); 2) review components necessary for effective collaboration and consultation with parents, school personnel and other professionals, and related multicultural issues/perspectives; 3) examine the nature and characteristics of various disabilities; and 4) discuss services and programs to help meet the educational, social, and/or personal goals for students with disabilities. This is achieved via case studies, large and small group class discussions, chapter readings, class assessments, and related exercises.

Required Texts:

Smith, D.D., & Tyler, N.C.(2010). *Introduction to Special Education: Making a Difference*. New Jersey: Pearson.
Supplemental materials to be distributed in class.

Course Objectives:

Upon successful completion of the course, students will be able to:

- examine the historical trends in special education, as well as related litigation and legislation;
- review current terminology and issues in the field of special education, including inclusion practices, as well as family and multicultural issues;
- examine diagnosis, identification, and characteristics of various disabilities;
- review service delivery options for students with disabilities and families; and
- discuss general methods and strategies for meeting the social and educational needs of students with various disabilities

Required Assignments: I) Exams:

There will be three exams involving multiple-choice, short-answer questions, and/or essay questions. Exam items will include information from class lectures, activities, and reading assignments/handouts. For example, exam items may come directly from the chapter readings or guest presentations, which may or may not be addressed in class lectures. **Thus, it will be essential to attend class, complete homework, and to read the assigned chapters and related handouts.**

II) Paper 1 / Paper 2

Paper 1:

Read and respond, in no more than 7 total pages, to 3 journal articles that focus on instructional strategies for students with disabilities. Some journals to explore:

- o *Teaching Exceptional Children*
- o *Intervention in School and Clinic*
- o *Teaching K-12*
- o *Phi Delta Kappan*
- o *Exceptional Children*
- o *Reading Teacher*
- o *Instructor*

Paper 2:

Students will complete a research paper on a chosen topic in the field of special education. The paper should follow the following guidelines:

- At least 10 pages in length
- Follow APA format, including reference list
- Use at least 5 sources

Possible topics include, but are not limited to:

- Inclusion
- co-teaching
- working with paraprofessionals
- working with parents
- Instructional strategies for students with disabilities (such as learning disabilities, Autism, etc.)
- reauthorization of IDEA
- NCLB
- Discipline
- classroom management
- behavior modification
- task analysis

III) Weekly Responses

You will be expected to write a brief response to an idea or topic each week. The prompts will be provided by the instructor. The prompts can consist of case studies, current issues on topics of relevance, or personal reflections. These are to be uploaded into provided drop boxes on Sakai.

IV) Participation Points:

Each student can earn points for participating in class activities and discussions. Every day you attend and participate in class, you will be awarded one point. Participation in class is essential as the course involves group activities, lectures, video and/or guest lecture presentations, and case studies. No points will be awarded for missed classes or for days that you do not participate.

Grading Scale:

Participation	30 points
Response to Issue	40 points
Paper 1	40 points
Paper 2	40 points
Test 1	40 points
Test 2	40 points
Test 3	40 points
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	270 points

A	= 90% and higher
B+	= 85% - 89%
B	= 80% - 84%
C+	= 75% - 79%
C	= 70% - 74%
D	= 60% - 69%
F	= 0 - 59%

Additional Requirements:

1. Successful performance in this course will be dependent on regular class attendance and keeping up with all related reading assignments.
2. Unexcused absence on exam date(s) will result in a failing grade (F).
3. Assignments must be handed in on due dates
4. Paper scoring rubrics will be provided at a future time.

Student Notice:

Our institution abides by The Americans with Disabilities Act Amendments (ADAA) of 2008 including Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. This office is located in Kreeger Learning Center, 151 College Ave, 732-932-2848.

Course Schedule

Note: This is a proposed schedule which is subject to change as some lectures/activities may require more or less class time. Additional reading will be assigned as they apply to the topic. You will receive notice before this is done.

DATE	TOPIC	HOMEWORK	GRADES
09/10	Review syllabus Explain activities and class policies	Chapter 1	Participation Points_____
09/17	Introduction to Special Education <ul style="list-style-type: none"> · Disability and Social Justice · Disabilities and Students · Making a Difference through Special Education · Differentiating Instruction For All 	Chapter 2	Participation Points_____ Response to Issue_____

09/24	Individualized Special Education Programs <ul style="list-style-type: none"> · Access to General Education Curriculum · Settings, Services, and Personnel. · Tools for Individualized Programs · Evaluating and Revising Programs · IEP Process 	Chapter 3	Participation Points _____
10/01	Cultural and Linguistic Diversity <ul style="list-style-type: none"> · Historical Context · Define Cultural and Linguistic Diversity · Characteristics · Prevalence · Causes and Prevention · Assessment · Early Intervention · Teaching Diverse Students with Disabilities · Transition · Collaboration · Partnerships with Families & Communities <ul style="list-style-type: none"> · Topic for Paper 1 Due 	Chapter 4	Participation Points _____ Response to Issue _____
10/08	Speech & Language Impairments	Chapter 5	Participation Points _____
10/15	Learning Disabilities: Movie Learning Disabilities	Test 1: Chapter 1-7 Chapter 6	Participation Points _____ Response to Issue _____
10/22	ADHD Paper 1 Due	Chapter 7	Participation Points _____

10/29	Emotional and Behavioral Disorders	Test 1	Participation Points_____ Response to Issue_____
11/05	Test 1	Chapter 8	Participation Points_____
11/12	Intellectual Disabilities or Mental Retardation	Chapter 9	Participation Points_____
11/19	Physical or Health Disabilities Paper 2 Topic Due	Chapter 10	Participation Points_____
11/26	Deaf and Hard of Hearing	Test 2: Chapters 8-13 Chapter 11 Chapter 13	Participation Points_____ Response to Issue_____
12/03	Low Vision and Blindness Low Incidence Disabilities	Chapter 12	Participation Points_____
12/10	Autism Spectrum Disorders Paper 2 Due	Test 2	Participation Points_____ Response to Issue_____
	Test 2		Participation Points_____