

Introduction to Special Education 05:300:383
Spring 2013- Online Course- Ecollege
Instructor- Elizabeth Ann Vastano Ed. M.

Course Syllabus

Course Description This course is designed to focus on the understanding of individuals with disabilities. Students will learn about various types of physical and mental disabilities as well as the causes and effects of such disabilities. In addition, students will learn about resources that are available to individuals with disabilities.

Course Objectives Students will develop an understanding of the following:

1. The history of special education (PTS 1i1,2; CEC CC1K3, GC1K3).
2. Federal and state laws protecting the rights of students with disabilities and the rights of their parents (PTS 7il, CEC CC1K2, CC1K4, GC1K4-K8).
3. Issues in the definition and identification of children and youth with disabilities, including children from diverse and/or linguistically diverse backgrounds (PTS3il,3; ii12; CEC CC1K10, GC1K1).
4. Causes of various types of mental and physical disabilities and how these disabilities can be prevented (PTS7iii1, CEC CC2K1-K7, GCK1-K6).
5. Characteristics of children and youth with cognitive, affective and sensory disabilities (PTS 7iii1, CEC CC2K1-K7, GC2K1-K6).
6. Educational implications of various disabilities (PTS 3iii4, CEC CC2K2).
7. The effects a disability may have on an individual's life as well the effects on the individual's family (PTS 3iii2; CEC CC1K7).
8. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities (PTS 10iii2, CEC CC1K3, GC9K1-2, S1-2).
9. Community agencies that serve people with disabilities (PTS 9iii1, CEC CC1K3, GC9K1-2, S1-2).

Textbook(s) There are two texts required for this course. It is important that you complete the required readings for each of the texts.

REQUIRED: Introduction to Special Education Making a Difference

Deborah Deutsch Smith
Pearson Education Inc.
7th / 2010

REQUIRED: Understanding Special Education A Helpful Handbook for Classroom Teachers

Stowe, C.M.
Scholastic Inc.
2005

Throughout the semester there will be additional readings provided to you by the instructor.

Course Policies and Procedures

Online Course Policies and Procedures

Prerequisites

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, Power Point, Ecollege, and email. Students with this experience should have no problems taking this course. Tech support is available for issues that you may have with Ecollege. You can contact the Help Desk at (732) 445-HELP (4357).

Course Expectations

Online courses are much different than the traditional course. You will be an active learner who needs to keep up with the course syllabus. I recommend that whenever possible that you get ahead. Please don't wait until the end of the week to try and complete the activities for that week. You won't have enough time to complete the activities if you wait too long. **All class assignments and weekly discussions are due on time! Assignments handed in late will be penalized one point of their total worth for each day they are late.** If you have any questions do not hesitate to ask them.

Overview of Online Course Setup

You must login to the course at least 2 times per week, complete required readings, view the Power Point presentations, respond to threads, and complete assignments. **All class assignments and weekly discussions are due on time! Assignments handed in late will be penalized one point of their total worth for each day they are late.** Be sure to check the announcement area and your e-mail. I will provide directions you may need to use for that week via these two tools. Also, you have the syllabus as a guide as well. Each week I will provide an announcement guiding you through what is expected that week. I will add to the announcement any important information as the week progresses.

I set up the course in fifteen units. Each unit corresponds to a week of the course and a chapter of the text. Therefore, Unit 1 refers to Week 1. It will contain the Power Point presentation for Chapter 1 and the threaded discussions for the week. Each unit/week will begin on Sunday at 12am and finish on Saturday at 11:59pm. You should always stay a week ahead with the readings this will make it a lot easier for you to respond to the threaded discussions.

Office Hours

I am available via e-mail at eroberts726@yahoo.com. I do have a Blackberry with me and for the most part respond via e-mail rather quickly. This is the best way to be in contact with me. Since I tend to respond very quickly, if you don't hear from me within 24 hours please send me the e-mail again. If needed I will ask you to contact me via phone. Please feel free to contact me with any questions you have!

Communication

I set up a Class Lounge so that you can ask questions to each other. I will check this area once in awhile to see if there are any major areas of concern with the course that I need to address. If you have a pressing concern please contact me!

Professionalism

I ask that you use APA Style when writing any papers for this course. The webliography includes links that will assist you with APA Style. It is important to cite all of your references and Plagiarism is completely unacceptable.

Please be polite and respectful when responding to threads. It is okay for us to have differences in opinions on topics that will arise in the course, but please be professional.

Assignments/Grading Policy

Each week begins at 12am on that Sunday and ends at 11:59pm on Saturday (with the exception of Weeks 1 & 15). **All assignments are due on time! Assignments handed in late will be penalized one point of their total worth for each day they are late.**

1. **Class Participation** (25 points)

For each week, I will post under the discussion areas of each unit multiple questions and/or ask you to respond to the topics and readings. Each one will be listed as a separate discussion under the unit. You should provide a thorough response to each discussion and follow the directions in terms of responding to other students responses and responding to assignments posted by other students. I expect your answers to be written in complete sentences. I expect quality not quantity. Each week the discussions are Pass/Fail. If you complete the assignment as requested (responding as directed, responding to peers, and on time), you receive Pass. At the end of the semester, I tally up the number of discussions, how many you missed, and how many you were late for and give you your number of points accordingly.

2. **Journal Summary** (10 points) – Due 2/16 The summary should be one to two pages in length and come from a respectable journal (**ie. Exceptional Children, Journal of Special Education, Remedial and Special Education, American Journal on Mental Retardation, and Journal of Learning Disabilities**). Summaries will be submitted via the Dropbox. **I will not accept assignments unless the resources are from a respectable professional journal. Please use APA Format (refer to Webliography for assistance). You can access journals for free through the Rutgers Libraries. You can contact them for assistance and view their Introduction to Rutgers Libraries on the ecollege course page under Special Courses.**

3. **Research Report** (20 points) – Due 4/20 This report should be 8-10 pages on a topic related to special education. You should use journal articles on a particular topic that interests you. **I will not accept assignments unless the resources are from a respectable professional journal. I leave this assignment open-ended in terms of a topic so that you can research a topic that you are really interested in. This topic can be directly from the course or a topic in special education that you have come across and are interested in knowing more about. In the past students have written papers on Autism or more specifically Autism and Its Affects on Families. Other topics can include, but are not limited to Supports in the Classroom for Students with Special Needs, Behavior Disorders, Impacts of Behavior Intervention Plans, Strategies to Support Reading for Students with Special Needs, Inclusion, Team Teaching, etc.**

You really should use at least three journal articles when writing the paper. In addition, you should use APA format (please refer to the webliography). In the past, some students have further researched what they did their journal summary on. Others have gone for a completely different topic. If you need help with a topic don't hesitate to e-mail me and we can come up with something you might be interested in. I will not accept assignments unless the resources are from a respectable professional journal.

You can access journals for free through the Rutgers Libraries. You can contact them for assistance and view their Introduction to Rutgers Libraries on the ecollege course page under Special Courses.

There is a rubric under Doc Sharing to also help you.

4. **Midterm** (20 points) – Due 3/16 The exam will be multiple choice. It will be open from 3/10-3/16. Please allow yourself time to take the exam because once you start the exam you must complete it.

5. **Final** (25 points) – Due 5/4 The exam will be multiple choice. It will be open from 4/27-5/4. Once you start the exam you must complete it.

Grading Criteria

Below are the point values for each assignment you need to complete during the semester. Please remember that assignments are due on time. **Assignments handed in late will be penalized one point of their total worth for each day they are late.** All written assignments should be typed in a 12 point font and double spaced using APA Format.

25 points	Class Participation
20 points	Research Report
20 points	Midterm
25 points	Final
10 points	Journal Summary
100 points	Total

Grading Scale

The total number of points earned out of 100 will be used to calculate the final grade. Grades will be assigned as follows:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

Class Topics & Readings

Week 1 Special Education & Disabilities
Readings: Smith Chapter 1, Stowe p. 4-12

Week 2 Individual Programs
Readings: Smith Chapter 2, Stowe p. 110-124

Week 3 Cultural & Linguistic Diversity
Readings: Smith Chapter 3

Week 4 Speech/Language Impairments
Readings: Smith Chapter 4, Stowe p. 92-97, Smith Chapter 5, Stowe p. 13-32

Week 5 Learning Disabilities
Readings: Smith Chapter 6, Stowe p. 38-44

Week 6 ADHD
Readings: Smith Chapter 7, Stowe p. 102-109

Week 7 Emotional/Behavioral Disorders
Readings: Smith Chapter 8, Stowe p. 65-71

Week 8 Mental Retardation
Readings: Smith Chapter 9, Stowe p. 98-101

Week 9 Physical & Health Disabilities
Readings: Smith Chapter 10, Stowe p. 78-84

Week 10 Deaf & Hard of Hearing
Readings: Smith Chapter 11, Stowe p. 85-91

Week 11 Low Vision & Blindness
Readings: Smith Chapter 12, Stowe p. 45-59

Week 12 Autism
Readings: Smith Chapter 13, Stowe p. 33-37, 60-64

Week 13 Low Incidence Disabilities
Readings: Smith Chapter 14, Stowe p. 72-77

Week 14 Gifted & Talented
Readings: TBA

Week 15 Wrap Up & Final Examination