

Introduction to Special Education – Summer I - 2013

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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 7ii, 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) or help@ecollege.rutgers.edu.

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

This is a fifteen week, three credit, online course that begins May 28, 2013 and finishes on July 5, 2013. You must login to the course at least 3 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.

The course is set up by week. There are two tabs for each week. Each week will begin on Sunday at 12am and finish on Saturday at 11:59pm. You should always stay a week ahead (if possible) with the readings this will make it a lot easier for you to respond to the threaded discussions.

Office Hours

Since this is an online course, I have found that asking questions via e-mail is best at eroberts726@yahoo.com. You can ask questions via e-mail any time, but please give me up to 48 hours to respond. 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. If by some rare chance you don't hear from me within 48 hours contact me again.

Communication

Please use e-mail or phone to ask me any questions pertaining to the course content, assignments, or anything else you need assistance with. If you have a pressing concern please contact me! Don't hesitate!

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. **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. You will receive your participation grade at the end of the semester.

Guidelines for receiving full-credit for class participation are presented below:

1. Each student must make an initial post for each question no later than 11:59 p.m. on Wednesday. Since the week opens on Saturday, this will give you five days to make initial posts. Each post must be thorough, answer the questions fully, and demonstrate that you have completed the reading assignments for the week. ***For the week of May 28-June 1, the initial post should be made by Friday, May 31, 2013. I understand this is a short week.***
2. You must follow the directions for each week and make comments to the postings of your classmates. These new guidelines will give you ample time to comment to peers' posts and respond to those who comment on your postings.
3. Be sure not to overburden any classmates. When selecting which posts to comment on, select classmates who have received the fewest comments.
4. Anyone who makes an initial response after 11:59 on Wednesday will be considered late for the week.
5. If you post on only one date to each discussion, you will not receive full credit for the discussion.
6. If you opt to not complete a discussion, you will lose 2 points for each discussion you don't complete.
7. You will receive your class participation score at the end of the course.

2. Journal Summary (10 points) – Due June 8, 2013 by 11:59 pm. 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**). Do not use some random article from the internet. This is not acceptable. Summaries will be submitted via the Dropbox. **I will not accept assignments unless the resources are from a respectable professional journal.**

3. Research Report (20 points) – Due June 22, 2013 (by 11:59 pm) to the Dropbox. This report should be 5-8 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.**

4. **Midterm** (20 points) – The exam will be multiple choice and will be completed the Week of June June 16-22 (by 11:59 pm), 2013.

5. **Final** (25 points) – The exam will be multiple choice and will be completed the Week of July 1-5 (by 11:59 pm), 2013.

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 (May 28- June 1) Special Education & Disabilities, Individual Programs, Cultural and Linguistic Diversity
Readings: Smith Chapter 1, 2, 3, Stowe p. 4-12, 110-124

Week 2 (June 2-8) Speech/Language Impairments and Learning Disabilities
Readings: Smith Chapter 4, Stowe p. 92-97, Smith Chapter 5, Stowe p. 13-32
Journal Summary Due

Week 3 (June 9-15) ADHD & Emotional and Behavioral Disorders
Readings: Smith Chapter 6, Stowe p. 38-44, Smith Chapter 7, Stowe p. 102-109,

Week 4 (June 16-22) Intellectual Disabilities & Physical or Health Disabilities
Readings: Smith Chapter 8, Stowe p. 65-71, Smith Chapter 9, Stowe p. 98-101,
Midterm Due, Research Report Due

Week 5 (June 23-29) Deaf & Hard of Hearing, Low Vision & Blindness & Autism
Readings: Smith Chapter 10, Stowe p. 78-84, Smith Chapter 11, Stowe p. 85-91, Smit Chapter 12, Stowe p. 45-59

Week 6 (June 30-July5) Very Low-Incidence Disabilities: Multiple-Severe Disabilities, Deaf-Blindness, and TBI & Giftedness and Talents
Readings: Smith Chapter 13, Stowe p. 33-37, 60-64, Smith Chapter 14, Stowe p. 72-77, **Final Due**
