

**Introduction to Special Education 05:300:383:B2
Summer 2014- Online Course- Ecollege**

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Texts:

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

Introduction to Special Education Making a Difference

Deborah Deutsch Smith
Pearson Education Inc.
7th / 2010

Understanding Special Education A Helpful Handbook for Classroom Teachers

Stowe, C.M.
Scholastic Inc.
2005

Additional required readings available online at **Ecollege** under **DocSharing**.

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 Catalogue Description:

Overview of the diverse physical, psychological, and social disabilities of special education children.

Course Objectives:

1. The history of special education ***The Learner and Learning: Standard #2 Learning Differences***. (PTS 1i1,2; CEC CC1K3, GC1K3).
2. Federal and state laws protecting the rights of students with disabilities and the rights of their parents ***The Learner and Learning: Standard #2 Learning Differences***. (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 ***The Learner and Learning: Standard #1 Learning Development.*** (PTS3i1,3; ii12; CEC CC1K10, GC1K1).
4. Causes of various types of mental and physical disabilities and how these disabilities can be prevented ***The Learner and Learning: Standard #2 Learning Differences.*** (PTS7iii1, CEC CC2K1-K7, GCK1-K6).
5. Characteristics of children and youth with cognitive, affective and sensory disabilities ***The Learner and Learning: Standard #2 Learning Differences.*** (PTS 7iii1, CEC CC2K1-K7, GC2K1-K6).
6. Educational implications of various disabilities ***The Learner and Learning: Standard #1 Learning Development, Standard #2 Learning Differences, Standard #3 Learning Environments.*** (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 ***The Learner and Learning: Standard #2 Learning Differences; Professional Responsibility: Standard #10 Collaboration.*** (PTS 3iii2; CEC CC1K7).
8. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities ***Professional Responsibility: Standard #9 Reflection & Continuous Growth; Professional Responsibility: Standard #10 Collaboration.*** (PTS 10iii2, CEC CC1K3, GC9K1-2, S1-2).
9. Community agencies that serve people with disabilities ***Professional Responsibility: Standard #10 Collaboration.*** (PTS 9iii1, CEC CC1K3, GC9K1-2, S1-2).

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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).

Overview of Online Course Setup

You must log into 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!** Be sure to check the announcement area and your assigned Rutgers e-mail regularly. 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 six weeks. Each week will contain the Power Point presentation for each chapter, any videos, case studies and the threaded discussions for the week. Each week will begin on Sunday at 12am and finish on Saturday at 11:59pm (with the exception of Weeks 1 & 6). **Initial posts to discussions are due by Wednesday.** 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.

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. It is expected that you will log into the course **at least three times a week** to complete the requirements for the week. You are required to respond to the threaded discussions as directed each week and **respond to classmates who respond to you as well as the instructor.** It is essential that you relate the readings to the threaded discussion questions. In addition, you can share personal experiences you have through student practicum and internship experiences. Please do not respond with statements such as “I agree” or “Good idea”. These are discussions and require a thorough response.

Please don't wait until the end of the week to try and complete the activities for that week. You will not receive full credit for your work if you complete all of your weekly work on the last day of the week. **All class assignments and weekly discussions are due on time!** If you have any questions do not hesitate to ask them.

Office Hours/Communication

I am available via e-mail. I do have a smart phone 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 there is an urgent matter, please contact me via my cell phone number which I provided. Don't hesitate to contact me with any question! I will communicate with the class in several ways. It is the student's responsibility to check all communications and to know the expectations and requirements for this course. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each week and for each thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

If you have any concern please contact me!

Class Lounge

I set up a Class Lounge tab on the course home page so that you can ask each other questions. I will check this area once periodically to see if there are any major areas of concern with the course that I need to address.

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. In addition, you need to respond in writing using a professional manner. It is not acceptable to use “text messaging” language.

Course Policies

Syllabus

It is essential that you read the syllabus completely before beginning your work for this course. Please be advised that the syllabus is tentative. I will notify you of any changes that come up via the announcements section of the course home page. You are responsible for checking the announcement page regularly. Lack of knowledge of changes is not acceptable once posted on the announcement page.

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose points for each day they are late. **Extra credit is not offered.**

Each week begins at 12am on that Sunday and ends at 11:59pm on Saturday (with the exception of Weeks 1 & 6). **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.**

Assignment Submission Policy:

- Late assignments are accepted only at the discretion of the instructor and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else’s work, work obtained on the internet, or work written for another professor’s course are all reasons for failure of this course and dismissal from this university. The source of the unit plan for the Unit Plan assignment should be documented.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually

average students” or “students without learning disabilities” should be used.

- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.

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 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 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 Effects 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 The exam will be multiple choice. It will be open from 3/9-3/15. Please allow yourself time to take the exam because once you start the exam you must complete it.

5. **Final** (25 points) – Due 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

Course Schedule

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, Smith 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**