

Rutgers University
Graduate School of Education
Department of Educational Psychology and Special Education

Introduction to Special Education

05:300:383:E1

Summer 2014

On-Line – Ecollege.rutgers.edu

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I. Course Description

This course focuses on the foundations of special education. Although the primary purpose is to focus on the understanding of individuals with disabilities, practical implications facing special education teachers also will be incorporated. There will be an emphasis on the myriad of resources available to assist teachers in methodology, assessment, materials and classroom management. Students will review and examine (1) legislation and litigation that helped to shape the current the field of special education; (2) the components necessary for effective collaboration and consultation with parents, school personnel and other professional; (3) the nature and characteristics of most common mental, physical and behavioral disabilities (with particular attention paid to their definition in New Jersey Special Education Administrative Code); (4) programs and services to help meet the educational, social and personal goals for students with disabilities; and (5) strategies and techniques necessary for teachers effectively to participate in the IEP process.

II. Course Objectives

Students will develop an understanding of the following:

- The history of special education (PTS1i1, 2; CEC CC1K3, GC1K3)
- Federal and state laws protecting the rights of students with disabilities and the rights of their parents (PTS 711, CEC CC1K2, CC1K4, GC1K4-K8).
- Issues in the definition and identification of children and youth with disabilities, including children from diverse and/or linguistically diverse backgrounds (PTS3il, ii12; CEC CC1K10, GC1K1)
- Causes of various types of mental, physical and behavioral disabilities and how these disabilities can be prevented (PTS7iii1, CEC CC2K1-K7, GC2K1-6)
- Characteristics of children and youth with cognitive, affective and sensory disabilities (PTS 7iii1, CEC CC2K1-K7, GC2K1-K6)
- Educational implications of various disabilities (PTS3iii4, CEC2K2)
- The effects a disability may have on an individual's life as well as the effects on the individual's family (PTS 3ii2, CEC CC1K7).
- Consumer and professional organizations, publications and journals relevant to individuals with disabilities (PTS10ii2, CEC CC1K3, GC9K1-2, S1-2).
- Community agencies that serve people with disabilities (PTS 9iii1, CEC CC 1K3, GC9K1-2, S1-2).

III. Course Structure

- This course will start on June 24, 2013 and conclude on August 1 2013
- This course is offered on line and will include required readings, threaded discussions, quizzes and activities focused around:
 - Current trends in special education;
 - Current terminology in the application of special education in the classroom;
 - The process of referral through reevaluation;
 - Service delivery options for students with disabilities; and
 - General methods and strategies for meeting the educational and social needs of students with disabilities and their families
- While I am available, either by email or phone to provide clarification and assistance on all assignments, students are to contact the **Rutgers Help Desk at 877-778-8437** for assistance with any technology questions associated with the assignment in this course.

IV. Course Materials

Required Text:

Introduction to Special Education: Making a Difference – 7th Edition by Deborah Deutsch Smith and Naomi Chowdhuri Tyler, 2010. Pearson Educational Press, 2011. ISBM-13: 978-0-205-60056-4

Required Readings: Can be obtained at any local school district or on the New Jersey Department of Education – Office of Special Education website.

- *New Jersey Special Education Administrative Code (NJAC 6A:14)*
- *Parents Rights in Special Education*
- *New Jersey Department of Education annotated Individualized Educational Program (IEP)*
- **Additional readings as posted in weekly assignments**

- V. **Course Assignments:** All due dates will be posted in the Course Schedule section of the Syllabus

If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations and/or modifications, please notify the instructor. Reasonable efforts will be arranged to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) – 932-1711.

Course Attendance, Test and Requirements:

Attendance, Preparation and Participation – Students are expected to complete all assignments by posted due dates.

1. Student Data Sheet – to be submitted directly to the drop box at the beginning of the semester
2. Community Experiences – During the course of the semester, students must complete two (2) community experiences forms found in the course shell. This assignment requires that the student identify and reflect on an experience that occurs in the community - NOT in the classroom. For example, (1) you see that someone clearly without a physical disability parks in a handicapped parking spot, or (2) you are at a family/social event and someone with a disability draws your attention. You are to describe the event and then reflect how you felt about. Students are to cut and paste the form on their computers. The bottom lines of each section will move down as needed.
3. Threaded Discussions – During the course of the semester, students must participate in three (3) threaded discussions. Questions or statements will be posted and each student will be responsible to post an original response and also react to the postings of the other students in their assigned group.
4. Exams - There will be two tests administered during the semester covering assigned readings.
5. Project Options: Students are to select either a report of a visit to a facility providing services to the disabled **OR** attendance at an advocacy group meeting supporting individuals with disabilities. **Students are required to submit their proposal to stuartbarudin@aol.com for approval.**

Option A. Facility Visit Project:

Facility Visit: Visit a facility (Not a special education class in your school district OR one in which you currently are employed) that works primarily with the disabled. The facility may be therapeutic, vocational, recreational or medical. Public or private schools providing IEP mandated educational services will NOT be approved. The purpose of the project is to make the student aware of community services, besides schools that provide functional, every day services to individuals with disabilities.

- A. Spend at least three hours there and submit a written report that must include in Part 1 the following components:
 1. Name and address of facility
 2. Date of your visit
 3. Name of administrator of facility
 4. A profile of the individuals served (e.g. ages, types of disabilities)
 5. Type of programs available (e.g. educational, vocational, behavioral, recreational)
 6. The manner in which client progress is monitored, reported and evaluated
 7. Funding sources

B. Part 2 must report of your interview of an administrator of the facility and include:

1. Professional responsibilities/job description
2. His/Her professional preparation
3. Type(s) of professional certification
4. Length of time in current position and previous professional experiences
5. What he/she likes best, worst about their position
6. Where does he/she perceive the direction of special education in the next 10 years.

Option B: Participation at an Advocacy Organization Meeting

Attend and submit minutes of a meeting of an organization whose major function is to provide support and/or services to individuals with disabilities and their families. Identify the organization, the date and time of the meeting and a profile of the individuals in attendance. You will be expected to report on the following:

- Rationale for selecting to observe this organization's meeting
- Mission statement and major goals of the organization
- Synopsis of the organization's activities, business profile and its major functions.
- Funding Sources
- Membership Information
- A summary statement that discusses your reaction to the extent that this organization has real, direct impact on the lives of the individuals with disabilities and their families. If yes, how and in what way. If no, why not and how could the organization change to be more effective in their mission?

Assignment Policy:

- **Academic Integrity:** Students are expected to comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from the instructor and or other appropriate resource (i.e., the Rutgers Help Desk). Assignments are expected to be individually prepared unless a group project is assigned. The consequences for violating policies of academic integrity and other elements of the student code are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work for two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or "borrow" work from friends. You can avoid problems by being organized and getting work done by the posted due dates. Please review the following website on the Rutgers University policy on academic integrity: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>
- **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 the term "normal" has multiple meanings and may inappropriately imply abnormal where it is not applied, the term should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used. Please refer to the most recent APA Manual for more information on person-first terminology.

- All assignments (except Threaded Discussions) must be submitted in the course drop box. They must be typed and double-spaced. Please use a 12-point font and a traditional/professional font (i.e. Times New Roman). When appropriate, all assignments must be completed using the most recent APA format. This is particularly important for the critique journal assignment.
- Assignments are to be completed in a manner consistent with students in a graduate school program. Writing is an important skill and crucial to master, especially for someone wanting a career in education.

VI. Grading Policy

Evaluation of your performance in this course is based on the percentage of total points you earn in completing all the required assignments. Assignments submitted after the posted due dates will be penalized at a rate of 5% of the assignment value for each day late. Students may receive permission to submit an assignment after the posted due date only with the written permission of the instructor:

Assignment	Points	Projected Due Dates
Community Experiences	10	July 10 July 24
Threaded Discussions	30	June 26/29 July 3/6 July 17/20
Facility/Advocacy Group Project	20	July 30
Midterm Exam	20	July 13
Final Exam	20	July 31
Total	100	

Percentage of Total Points	Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
60 – 69	D
< 60	F

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Date	Topic	Reading/Assignment
June 23 - 29	<ul style="list-style-type: none"> • Historical Perspectives in Special Education: Litigation/Legislation • The Role of the Teacher in the Process From Referral to Reevaluation • Developing, Implementing and Monitoring the IEP 	- Student Contact Information Sheet - Non-graded Threaded Discussion - Smith: Chapters 1 – 3 - Posted Readings <i>Threaded Discussion #1 Due June 26/29</i>
June 30 – July 6	<ul style="list-style-type: none"> • Learners with Mental Retardation • Learners with Physical or Health Disabilities 	- Smith: Chapters 8 & 9 Posted Readings <i>Threaded Discussion #2 Due July 3/6</i>
July 7 - 13	<ul style="list-style-type: none"> • Learners with Learning Disabilities • Learners with ADHD 	Smith: Chapters 5 & 6 Posted Readings <i>Community Experience #1 Due July 10</i> <i>Midterm Due July 13</i>
July 14 - 20	<ul style="list-style-type: none"> • Midterm Exam • Learners with Emotional/Behavioral Disorders 	Smith: Chapter 7 Posted Readings <i>Threaded Discussion #3 Due July 17/20</i>
July 21 - 27	<ul style="list-style-type: none"> • Learners with Autism • Speech or Language Impairments 	Smith: Chapters 4 & 12 Posted Readings <i>Community Experience #2 Due July 24</i>
July 28 – 31	<ul style="list-style-type: none"> • Low Incidence Disabilities 	Smith: Chapter 13 <i>Project Due July 30</i> <i>Final Exam Due July 31</i>

