

Spring 2015
Introduction to Special Education
05:300:383:90
3 Credits
Online

Instructor Name: Asha Nambiar	Email address: ashanambiar08@gmail.com
Phone Number: On request	Online
Office Hours: By Appointment	Prerequisites or other limitations: Sophomores & Juniors
Mode of Instruction: * Online	Permission required: No Directions about where to get permission numbers: EP@GSE.RUTGERS.EDU FOR SP#

Learning Goals:

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*. (PTS3il,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).

Course Catalog Description:

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.

Class Materials/ Textbooks:

Smith, D.D., & Tyler, N.C.(2010). Introduction to Special Education: Making a Difference. New Jersey: Pearson.

Supplemental materials to be uploaded under resources tab:

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

Grading Policy:

Participation

30 points

Thread Discussion	40 points
Online Assignments	80 points
Paper 1	40 points
Paper 2	40 points
Test 1	55 points
Test 2	55 points
	340 points

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

Assignments¹:

I) Exams:

There will be two 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 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:

¹ Including exams, papers etc.

Students will complete a group 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.

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>.

Course Schedule

DATE	READINGS AND ASSIGNMENTS
WEEK 1	<p>Chapter 1: Introduction to Special Education</p> <ul style="list-style-type: none"> · Disability and Social Justice · Disabilities and Students · Making a Difference through Special Education · Differentiating Instruction For All <p>Assignment: Threaded Discussion 1 and Online Assignment</p>
WEEK 2	<p>Chapter 2: Individualized Special Education Programs</p> <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 <p>Assignment: Threaded Discussion 2 and Online Assignment</p>

WEEK 3	<p>Chapter 3: Cultural and Linguistic Diversity</p> <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 <p>Assignment: Topic for Paper 1 Due Threaded Discussion 3 and Online Assignment</p>
WEEK 4	<p>Chapter 4: Speech & Language Impairments</p> <p>Assignment: Threaded Discussion 4 and Online Assignment</p>
WEEK 5	<p>Chapter 5: Learning Disabilities: Movie Learning Disabilities</p> <p>Assignment: Threaded Discussion 5 and Online Assignment</p>
WEEK 6	<p>Chapter 6: ADHD</p> <p>Assignments: Paper 1 Due</p>
WEEK 7	<p>Chapter 7: Emotional and Behavioral Disorders</p> <p>Assignment: Threaded Discussion 6 and Online Assignment</p>
WEEK 8	<p>Chapter 8: Intellectual Disabilities or Mental Retardation</p>
WEEK 9	<p>TEST 1</p>

WEEK 10	Chapter 9: Physical or Health Disabilities Assignment: Paper 2 Topic Due
WEEK 11	Chapter 10: Deaf and Hard of Hearing Assignment: Threaded Discussion 7 and Online Assignment
WEEK 12	Chapter 11: Low Vision and Blindness Assignment: Threaded Discussion 8 and Online Assignment
WEEK 13	Chapter 12: Autism Spectrum Disorders Assignment: Paper 2 Due
WEEK 14	Test 2