

Summer 2015

Introduction to Special Education
05:300:383
Section E1
3 Credits

On Line – Ecollege.rutgers.edu

Instructor Name: Dr. Stuart Barudin	Email address: stuartbarudin@aol.com
Phone Number: 609-462-3067	Office Location: On-Line
Office Hours: Evenings	Prerequisites or other limitations: As per Rutgers GSE Policy
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Marie.pavelchak@gse.rutgers.edu 848-932-0814

Learning goals:

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.

I. 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).

II. Course Structure

- This course will start on June 22, 2015 and conclude on July 30, 2015
- 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

Course catalog description:

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

Class materials/ Textbooks:

Required Text:

Introduction to Special Education: Making a Difference – 7th Edition by Deborah Deutsch Smith and Naomi Chowdhuri Tyler, 2010. Pearson Educational Press, 2011. ISBN-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**

Assignments:

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

1. Student Biography - to be submitted in the Course Shell at the beginning of the semester.
2. Student Data Sheet – to be submitted directly to the drop box at the beginning of the semester.
3. 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.
4. 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 to react to the other postings of the other students in their assigned group.
5. Exams - There will be two tests administered during the semester covering assigned readings.
6. 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 1. 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. It can work with individuals at any age. 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. Spend at least three hours there and submit a two-part written report:

Part A: Describe in detail the following:

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

Part B: 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 2: 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 provide a detailed 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?

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
Student Data Form	5	June 24
Student Biography	5	June 24
Community Experiences	10	July 9 July 23
Threaded Discussions	30	June 25/28 July 2/5 July 16/19
Facility/Advocacy Group Project	10	July 28
Midterm Exam	20	July 12
Final Exam	20	July 30
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

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	Topic	Reading/Assignment
June 22 - 28	<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	<ul style="list-style-type: none">- Student Contact Information Sheet Due- Student Biography Due- Smith: Chapters 1 – 3- Posted Readings- Threaded Discussion #1 Due June 25/28
June 29 – July 5	<ul style="list-style-type: none">• Learners with Mental Retardation• Learners with Physical or Health Disabilities	<ul style="list-style-type: none">- Smith: Chapters 8 & 9- Posted Readings- Threaded Discussion #2 Due July 2/5-
July 6 - 12	<ul style="list-style-type: none">• Learners with Learning Disabilities• Learners with ADHD	<ul style="list-style-type: none">- Text: Chapters 5 & 6- Posted Readings- Community Experience #1 Due July 9- Midterm Due July 12
July 13- 19	<ul style="list-style-type: none">• Learners with Emotional and Behavioral Disorders	-
July 22 - 28	<ul style="list-style-type: none">• Learners with Autism• Speech or Language Impairments	<ul style="list-style-type: none">Text: Chapters 4 & 12Posted ReadingsThreaded Discussion #3 Due July 21/24Journal Critique Due July 26
July 29 – August 1	<ul style="list-style-type: none">• Low Incidence Disabilities	<ul style="list-style-type: none">Text: Chapter 13Project Due July 30Final Exam Due August 1