

Introduction to Special Education (05:300:383:E1)

Summer 2016

3 Credits

Online <http://ecollege.rutgers.edu>

Instructor: Dr. Stuart Barudin	Email: stuartbarudin@aol.com
Phone Number: 609-462-3067	Prerequisites or other limitations: NONE
Office Hrs: Available evenings	Directions as to where to get permission number: Marie.pavelchak@gse.rutgers.edu
Mode of Instruction:	
<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online

Learning goals/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.

Course catalogue description

Please confirm at http://catalogs.rutgers.edu/generated/gse_current/pg195.html

Class materials/ Textbooks:

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**

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State or Professional Organization Standards:

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 27, 2016 and conclude on August 5, 2016.
- This course is offered on line and will include required readings, threaded discussions, exams 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

This is an on-line course. Assistance is available for questions regarding the technology aspect of the course. The Rutgers Help Desk is open Monday through Friday 8:30 AM – 6:00 PM at 848-932-4702 and also can be reached at help@ecollege.rutgers.edu. You also can reach out to Pearson Education at 877-778-8437 at any time.

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 no later than July 8, 2016

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 must 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?

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](http://academicintegrity.rutgers.edu/policy-on-academic-integrity)

- **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. If appropriate contact <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>.
- **Special Needs:** 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.
- **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 (6th Edition) for more information.
- All assignments (except Threaded Discussions) must be submitted in the course drop box. They must be typed and double-spaced. Students are to 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.

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 29
Student Biography	5	June 29
Community Experiences (2 @ 5 Points)	10	July 9 July 23
Threaded Discussions (3 @ 10 Points)	30	June 30/July 3 July 7/10 July 21/24
Facility/Advocacy Group Project	10	August 3
Midterm Exam	20	July 13
Final Exam	20	August 4
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

**Rutgers University
Graduate School of Education**

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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"> - Smith: Chapters 1 – 3 - Posted Readings - Student Contact Information Sheet Due June 29 - Student Biography Due June 29 - Threaded Discussion #1 Due June 30/July 3
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 7/10 -
July 6 - 12	<ul style="list-style-type: none"> • Learners with Learning Disabilities • Learners with ADHD 	<ul style="list-style-type: none"> - Smith: Chapters 5 & 6 - Posted Readings - Community Experience #1 Due July 10 - Midterm Due July 13
July 13-19	<ul style="list-style-type: none"> • Learners with Emotional and Behavioral Disorders 	<ul style="list-style-type: none"> - Smith: Chapter 7 - Posted Readings - Threaded Discussion #3 Due July 21/24
July 20 - 26	<ul style="list-style-type: none"> • Learners with Autism • Speech or Language Impairments 	<ul style="list-style-type: none"> -Text: Chapters 4 & 12 -Posted Readings - Community Experience #2 Due July 31
July 27 – 30	<ul style="list-style-type: none"> • Low Incidence Disabilities 	<ul style="list-style-type: none"> - Text: Chapter 13 - Project Due August 3 - Final Exam Due August 4