

**Introduction to Special Education (05:300:383:H1)  
Summer 2016**

3 credits

Instructor: Lisa Kruger	Day & Time: online
Phone number: 848-932-0740	Prerequisites or other limitations: As per Rutgers GSE policy
Permission required: NO	Directions regarding special permission numbers: Marie.pavelchak@gse.rutgers.edu
Email: <a href="mailto:lisa.kruger@gse.rutgers.edu">lisa.kruger@gse.rutgers.edu</a>	Office hours: Monday - Friday, 8:30am-4:30pm
Mode of instruction	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Hybrid
<input type="checkbox"/> Seminar	<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 will also 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) the legislation and litigation that helped shape the current field of special education; (2) the components necessary for effective collaboration and consultation with parents, school personnel, and other professionals; (3) the nature and characteristics of most common mental, physical, and behavioral disabilities (with particular attention paid to their definition in the New Jersey 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 to participate effectively in the Individualized Education Plan (IEP) process.

**Course Catalog Description:**

Please confirm at [http://catalogs.rutgers.edu/generated/gse\\_current/pg211.html](http://catalogs.rutgers.edu/generated/gse_current/pg211.html)

## Class materials/Textbooks

***Introduction to Special Education: Making a Difference - 7<sup>th</sup> 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 school district on New Jersey or on the New Jersey Department of Education (NJDOE) Office of Special Education website: <http://www.nj.gov/education/specialed/>

- New Jersey Administrative Code, Special Education (N.J.A.C. 6A:14)  
<http://www.nj.gov/education/code/current/>
- Parents Rights in Special Education  
<http://www.nj.gov/education/specialed/pands.shtml>
- NJDOE annotated Individualized Educational Program (IEP)  
<http://www.state.nj.us/education/specialed/form/>
- Additional readings as posted in weekly assignments

### Learning Goals/State or Professional Organization Standards:

**New Jersey Professional Standards for Teachers (NJPST) - [N.J.A.C. 6A:9-3.3](#)  
Council for Exceptional Children (CEC) - <https://www.cec.sped.org/>**

Students will develop an understanding of the following:

- The history of special education (PTS1i1, 2; CEC CC1K3, GC1K3)
  - New Jersey Professional Standards for Teachers (NJPST) #2: Learning Differences
- Federal and state laws protecting the rights of students with disabilities and the rights of their parents (PTS 71l, CEC CC1K2, CC1K4, GC1K4-K8)
  - NJPST #2: Learning Differences
- 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)
  - NJPST #1: Learner Development
- Causes of various types of mental, physical and behavioral disabilities and how these disabilities can be prevented (PTS7iii1, CEC CC2K1-K7, GC2K1-6)
  - NJPST #2: Learning Differences
- Characteristics of children and youth with cognitive, affective and sensory disabilities (PTS 7iii1, CEC CC2K1-K7, GC2K1-K6)
  - NJPST #2: Learning Differences
- Educational implications of various disabilities (PTS3iii4, CEC2K2)
  - NJPST #1: Learner Development; NJPST #2: Learning Differences; NJPST #3: Learning Environments: Learning Environments
- 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).
  - NJPST #2: Learning Differences; NJPST #10: Leadership & Collaboration

- Consumer and professional organizations, publications and journals relevant to individuals with disabilities (PTS10ii2, CEC CC1K3, GC9K1-2, S1-2)
  - NJPST #9: Professional Responsibility; NJPST #10: Leadership & Collaboration
- Community agencies that serve people with disabilities (PTS 9iii1, CEC CC 1K3, GC9K1-2, S1-2)
  - NJPST #10: Leadership & Collaboration.

### **Academic Integrity Policy:**

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

[https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf)

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> .

### **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/contact-ods>.

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 software, PowerPoint, E-college, and email. Students with this experience should have no trouble participating in this course. You can contact the E-college help desk at (732) 445-HELP or [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu) .

## Overview of Online Course Setup

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@college.rutgers.edu](mailto:help@college.rutgers.edu). You also can reach out to Pearson Education at 877-778-8437 at any time.

You must log into the E-college course **at least three times per week** to complete required readings, view the PowerPoint presentations, respond to threaded discussions, and complete assignments. **All class assignments and weekly threaded discussions are due on time.** I will provide directions regarding each week's assignments via the announcement area of the website and/or your official Rutgers email address, so be sure to check these regularly.

Each week's notice will contain the PowerPoint presentation for each chapter, any videos or case studies, and the threaded discussions for the week. Each week will begin on Sunday at 12:00am and end of Saturday at 11:59pm (with the exception of shortened weeks.) I recommend that you stay one week ahead with the readings as it will make it easier for you to respond to the threaded discussions.

## Course Expectations

Online courses differ from traditional in-person courses. Online courses require students to be active learners and to keep up with the syllabus. You are required to log into the course website **at least three times each week** to complete weekly assignments. You are required to respond to the threaded discussions as directed and **respond to comments from both your classmates and the course instructor.** Responses to threaded discussions reflect thoughtful consideration and make reference to course readings as well as personal experiences. Brief comments such as "I agree" or "good idea" are not sufficient.

Please do not wait until the end of the week to complete all of the activities for the week. **All class assignments and weekly discussions are due on time.** If you have issues with the timeline please contact me immediately: [lisa.kruger@gse.rutgers.edu](mailto:lisa.kruger@gse.rutgers.edu) or 848-932-0740.

## Office Hours/Communication

Email is the best way to communicate with me: [lisa.kruger@gse.rutgers.edu](mailto:lisa.kruger@gse.rutgers.edu). If you don't receive a response within 24 hours please re-send the email. You can also reach me via phone at 848-932-0740. **Please do not hesitate to contact me** if you have any questions, comments, or concerns.

## 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 and may be adjusted throughout the semester. I will notify you of any syllabus changes via the announcements section of the course home page. Lack of knowledge of syllabus changes is not acceptable once a change notice is posted on the announcement page.

### Assignment submission policy

Each week will begin on Sunday at 12:00am and end of Saturday at 11:59pm (with the exception of shortened weeks.) **All class assignments and weekly discussions are due on time.** Late assignments will only be accepted with the permission of the instructor and points will be deducted for every day the assignment is late.

All written assignments should be typed, double spaced, and neat. Please edit your work before you submit it, paying special attention to grammar, spelling, and usage. Assignments should 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.

## **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.

## **Course Assignments/Grading**

Course performance is based on the percentage of total points that you earn during the course. Each assignment has a point value; the total number of points you earn will be used to calculate your final grade. **All class assignments and weekly discussions are due on time.** Late assignments will only be accepted with the permission of the instructor. Points will be deducted for every day the assignment is late. Extra credit is not offered.

### **1. Class Participation (20 points)**

Each week I will post multiple questions and/or prompts regarding the week’s readings and related topics. Each question/prompt will be listed as a separate discussion thread under the unit. You should provide a thorough response to each thread and follow directions in terms of responding to classmates’ responses. Please be polite and respectful during threaded discussions. It is okay to demonstrate differences of opinion, but please remain professional in your discourse. Please respond to threaded discussions in complete sentences - text message abbreviations such as “RLY” or “IDK” are not appropriate. You will earn a point each thread you complete on time (including your initial response and follow-ups to classmates’ responses.) At the end of the semester I will add up the number of discussions you completed on-time, the number you submitted late, and the number you missed, and award you points accordingly.

### **2. Journal Summaries (3 at 10 points each) and Reflection (10 points)**

You must identify three journal articles on a single topic of interest to you. You must submit a two-page summary of each article as well as a final two-page reflection paper that compares and contrasts the articles and course topics. Due dates will be distributed across the semester.

- a. Summary 1 due date: July 21
- b. Summary 2 due date: July 28
- c. Summary 3 due date: August 4
- d. Reflection due date: August 11

The articles should come from a scholarly journals such as [Exceptional Children](#), [Journal of Special Education](#), [Remedial and Special Education](#), [American Journal on Intellectual and Developmental Disabilities](#) (formerly *American Journal on Mental Retardation*), or the [Journal of Learning Disabilities](#). All journals are available free online via the Rutgers Libraries: <http://www.libraries.rutgers.edu/>.

The topic for this assignment is open-ended to allow you to research something that interests you personally. You can choose a topic from the course syllabus or from the text book or from personal experience. Some suggested topics include (but are not limited to) autism and its effects on families, in-classroom supports for students with special needs, adaptive technology, impacts of behavioral intervention plans, strategies to support reading for students with special needs, inclusion, team/co-teaching, etc. Please email me if you need help identifying a topic.

Please use APA format when writing your summaries and reflection. Please submit your written work via the Dropbox on the e-college website.

**3. Midterm exam (20 points) due July 31.**

This multiple choice exam will be open from July 27-July 31. You must complete the entire exam in one sitting, so please allow for ample time. Once you start the exam you must complete it.

**4. Final exam (20 points) due August 11 .**

This multiple choice exam will be open from August 14-August 17. You must complete the entire exam in one sitting, so please allow for ample time. Once you start the exam you must complete it.

Grade Summary	
Class Participation	20 points
Journal Article Summaries (three articles at 10 points each)	30 points
Reflection Paper	10 points
Midterm exam	20 points
Final exam	20 points
<b>Total</b>	<b>100 points</b>

Grading Scale	
A	100-90 points
B+	89-85 points
B	84-80 points
C+	79-75 points
C	74-70 points
D	69-60 points
F	59-0 points

## Course Schedule

This online course begins on July 11th and ends on August 17th, 2016.

<b>Dates</b>	<b>Topics</b>	<b>Readings/Assignments</b>
<b>Week 1</b> July 11 - July 16	<ul style="list-style-type: none"> <li>• Historical Perspectives in Special Education: Litigation/Legislation</li> <li>• Individualized Education Programs</li> <li>• Cultural and Linguistic Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 1 - 3</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> </ul>
<b>Week 2</b> July 17 - July 23	<ul style="list-style-type: none"> <li>• Learners with Speech or Language Impairments</li> <li>• Learners with Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 4 - 5</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> <li>• <b>Journal Summary 1 due July 21</b></li> </ul>
<b>Week 3</b> July 24 - July 30	<ul style="list-style-type: none"> <li>• Learners with ADHD</li> <li>• Learners with Emotional and Behavioral Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 6 - 7</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> <li>• <b>Journal Summary 2 due July 28</b></li> </ul>
<b>Week 4</b> July 31 - August 6	<ul style="list-style-type: none"> <li>• Learners with Intellectual Disabilities or Mental Retardation</li> <li>• Learners with Physical or Health Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 8 - 9</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> <li>• <b>Journal Summary 3 due August 4</b></li> <li>• <b>MIDTERM DUE JULY 31</b></li> </ul>
<b>Week 5</b> August 7 - August 13	<ul style="list-style-type: none"> <li>• Learners who are Deaf or Hard of Hearing</li> <li>• Learners with Low Vision or Blindness</li> <li>• Learners with Low-Incidence Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 10 - 11, 13</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> <li>• <b>Reflection paper due August 11</b></li> </ul>
<b>Week 6</b> August 14 - August 17	<ul style="list-style-type: none"> <li>• Learners with Autism Spectrum Disorders</li> <li>• Giftedness and Talents</li> </ul>	<ul style="list-style-type: none"> <li>• Smith: Chapters 12, 14</li> <li>• Posted readings/video</li> <li>• Threaded discussion</li> <li>• <b>FINAL DUE AUGUST 11</b></li> </ul>