EDUC 218 – Special Education
Spring 2016

Instructor
Dr. Megan Mackey
Assistant Professor of Special Education

Contact Information
Phone: 860-231-5342
E-mail: mmackey@trincoll.edu

Course Meeting Time
Friday: 1:15 – 3:55pm

Course Meeting Location
SH - S205

Contacting the Instructor
I welcome and appreciate all forms of communication, but the best way to contact me is via email.

I will respond within 24 hours of receiving a message on weekdays. I do not check email on weekends and holidays, so it will take longer for me to respond during those times and for any unforeseen circumstances. I appreciate your patience in those instances.

Required Readings
• Available on Moodle.

Additional Materials
• Guided notes and other information will be made available through Moodle.

*Late assignments will lose 20% credit per each day (0-24 hours). No assignment will be accepted more than one week late.*

Students with Disabilities: Trinity College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a documented disability and require academic accommodations, please present your accommodations letter to me within the first two weeks of the semester. If you do not have a letter, but have a disability requiring academic accommodations, or have questions about applying for academic accommodations, please contact Lori Clapis, Disability Coordinator, at 860-297-4025 or Lori.Clapis@trincoll.edu.

Academic Honesty: You are encouraged to build on the ideas and texts of others and obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, and share writing assignment drafts with peers for input and feedback. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a
standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to the Dean of Students.

The Writing Center: You are encouraged to use the Writing Center, staffed by specially trained Writing Associates, to improve your writing—no matter your skill level. I suggest taking your writing projects to the Writing Center several times during the process of composing. The main Writing Center is in room 109 of the English House at 115 Vernon Street, and satellite locations with limited hours are located at the Nutt Center Room 183 and at the Library in the 24-hour area, Level A. For more information, visit: http://writingcenter.trincoll.edu. To reserve an appointment using the online scheduling system, go to: https://trincoll.mywconline.com/. Be sure to note the location of your reserved appointment. Drop-ins are welcome.

Course Description
How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How have standardized evaluations and assessments impacted those diagnoses? How does the law seek to ensure the accommodation of the needs of individuals with disabilities? Students will critically analyze research on psychology as it pertains to learners, examine special education case law and advocacy, and explore current issues in special education.

Course Objectives
Upon completion of the course the student will be able to:

1. Explain the roles of specific legislation and court cases in the education of students with exceptionalities;

2. Identify the impact of specific legislation on the education of students with exceptionalities and schools;

3. Discuss the major federal and state definitions, classification systems, and identification and assessment procedures related to the various exceptionalities;

4. Describe cognitive, social, emotional, behavioral, physical, and communicative functioning of individuals with exceptionalities at different age levels;

5. Discuss the relationship of home and community environmental conditions to the behavior of the exceptional learner; and

6. Explain the roles of inclusion and collaboration for students with exceptionalities; and

7. Explain and critically analyze current research on disorders.
**Course Requirements and Evaluation Procedures**
The course assessment will be based on the following components:

**Class Participation (60 points = 12 classes @ 5 points per class)**
Participation indicates seriousness of purpose, interest, and professionalism, and, as such, are an expectation. This course gives you the opportunity to spend a semester thinking about and discussing students with special needs with class members. Your active participation is essential to these activities. Students are responsible for all assigned readings and will be prepared in each class session to discuss and share opinions, questions, disagreements, and / or doubts specific to the readings and activities assigned. **Please silence cell phones and refrain from text-messaging and other non-class related activities.**

*Arriving late to class and leaving early are disruptive to the teaching and learning process and will result in the reduction of the student’s participation grade. If you will be late to or leave early from class, please let the professor know in advance. Any missed portion of class will result in the reduction of the student’s participation grade.*

**Class Attendance**
Attendance will be taken each class and will be considered when final grades are averaged. **If you must miss class, please let the professor know in advance. Any absence will result in the enforcement of the attendance policy and a reduction of the student’s grade. More than 1 absence will result in a drop of one letter grade. This means that if your point total shows that you would have earned a B+ in the class, but you were absent 2 times, the grade that will be submitted will be a B instead. More than 3 absences will at least result in the drop of two letter grades and possible failure of the course, depending on the circumstances.**

**Reading Quizzes (50 points = 5 quizzes @ 10 points each)**
As stated above, students are responsible for all assigned readings and will be prepared in each class session to discuss and share opinions, questions, disagreements, and / or doubts specific to the readings assigned. I will give 6 quizzes on the assigned reading throughout the semester. Students will be allowed to throw out their lowest quiz grade. If you miss class on the day of a reading quiz, your grade will be a 0 for that quiz – there are no make-ups on reading quizzes.

**Online Assignments (3 @ 15 points each)**

- Online Assignment #1 – Due through Moodle by 3:55pm on Friday, February 5th.
- Online Assignment #2 – Due through Moodle by 3:55pm on Friday, February 26th.
- Online Assignment #3 – Due through Moodle by 3:55pm on Friday, April 8th.

*More information will be provided in class and on Moodle.*

**Hearing Decision Partner Presentation (10 points)**
Along with a classmate, you will present the following information on a self-selected Connecticut Special Education Hearing Decision. Your presentation must include:

1. Hearing number and date.
2. Background Information:
   a. Nature of the disagreement.
   b. Relevant factual information related to the disagreement.
   c. Critically important factual information related to the relationship between the defendant and the plaintiff.
3. Identification of IDEA principles:
   a. Based on your knowledge of IDEA.
   b. As stated by the hearing decision.
4. Final Hearing Decision
5. Implications/Guidance the decision has for schools, teachers, and families.

Presentation expectations will be discussed in detail in class.

*Please refer to the Hearing Decision Partner Presentation Description document on Moodle for detailed information about presentation expectations.

*Please refer to the Hearing Decision Partner Presentation Scoring Checklist document on Moodle for detailed information about how the presentation will be evaluated.

Hearing Decision Individual Reflection (10 points)
In addition to the partner presentation, you will offer your own reflection about the self-selected Connecticut Special Education Hearing Decision. Your individual reflection must include:

1. Description of your contribution to the presentation (1 paragraph).
2. Description of your partner’s contribution to the presentation (1 paragraph).
3. Reflective statements about what you learned (2-3 paragraphs).

Individual reflection expectations will be discussed in detail in class.

*Please refer to the Hearing Decision Individual Reflection Description & Scoring Checklist document on Moodle for detailed information about reflection expectations.

Special Topic Group Presentations (30 points)
You and some of your classmates will research a topic associated with a specific disability area and present your findings to the class on the assigned date. There will be five different presentations. The following list includes the disability category and the topic associated with it:

Learning Disabilities (LD): “Wait to Fail” Model
Intellectual Disabilities (ID): Victimization
Emotional and Behavioral Disorders (EBD): Restraint & Seclusion
Autism Spectrum Disorders (ASD): Vaccinations
Attention Deficit Hyperactivity Disorder (ADHD): Treatment

Presentation expectations will be discussed in detail in class.

*Please refer to the Special Topic Group Presentation Guidelines and Information document on Moodle for detailed information about presentation expectations.

*Please refer to the Special Topic Group Presentation Feedback and Rating Form document on Moodle for detailed information about how the presentation will be evaluated.

Keep in Mind:
*All group members will receive the same grade, so if you have problems in your group equalizing the work load, you should resolve the problems in your group before making your presentation.* If you make good efforts to include all group members and resolve problems and still cannot get someone in the group to do their fair share of the work, the group may submit a letter to me stating the complaints towards an individual who did not cooperate or perform. This letter should be signed by group members who feel there was a problem.

You must be present on the day of your presentation to receive credit for this assignment; in case of an extreme emergency, contact the instructor for an alternate assignment. It is your responsibility to be comfortable with the amount of effort and participation made by each group member at different stages of working on this project.

Please touch base with me at least one week prior to the presentation. All group members should be present at the meeting with a draft of what you plan on presenting to the class.

While it is efficient and acceptable to divide the work involved and to individually prepare those aspects, it is imperative that you meet prior to the day of your presentation to do a rehearsal of the presentation. Decide who will do the introduction and who will do the closure and the order of speakers during the presentation. If you are using PowerPoint, please be sure that you have an active email account and/or a Flash Drive; also, please provide me with an electronic copy of your presentation via email BEFORE your presentation. You must provide me with any/all handouts or materials you intend to use BEFORE you begin your presentation.

Prior to the day of your presentation, please ensure that your presentation will run; if not, please make the necessary adjustments. If you are using handouts with the class, please make enough copies for everyone. You MUST include a reference slide / page that includes at least 5 current sources (2005 or later) of information you used to prepare your topic. These sources may be professional journal articles, books, internet sites, or professional individuals whom you have interviewed or contacted.

Trinity Major Area Project (40 points = Proposal @ 10 points; Final Project @ 30 points)
For this project, students will connect their Trinity major to special education.
Proposal Requirements (10 points)
1. Identify your Trinity Major.
2. Identify the main special education topic.
3. Explain in 2-3 paragraphs the general connection between the Trinity Major and the special education topic.
4. Identify and explain the end product of your choosing (paper, presentation, etc).
5. List steps necessary to accomplish the creation of the end product.

I will read and provide feedback for your proposal. Upon approval you can begin work on your final project.

Final Project (30 points)
• Complete the agreed upon necessary steps and submit the completed project.
Proposal and project expectations will be discussed in detail in class.

*Please refer to the Trinity Major Area Proposal & Project Description documents on Moodle for detailed information about proposal and project expectations.

*Please refer to the Trinity Major Area Proposal & Project Scoring Checklist documents on Moodle for detailed information about how the proposal and project will be evaluated.

Midterm Exam (25 points)
The format for the midterm exam will be discussed in class. Examinations will cover content from the text, lectures, presentations, videos, and so on. Students are expected to master the material presented and are responsible for all material. Make-up assessments will only be allowed if extreme circumstances prohibit taking the assessment on the assigned date. Appropriate documentation of the illness or emergency is required and will be reviewed and considered on an individual basis.

Final Exam (50 points)
The format for the final exam will be discussed in class. The final exam will be comprehensive and will cover content from the text, lectures, presentations, videos, and so on. Students are expected to master the material presented and are responsible for all material. Make-up assessments will only be allowed if extreme circumstances prohibit taking the assessment on the assigned date. Appropriate documentation of the illness or emergency is required and will be reviewed and considered on an individual basis.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>60</td>
</tr>
<tr>
<td>Reading Quizzes (5 quizzes @ 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Online Assignments (3 @ 15 points each)</td>
<td>45</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Hearing Decision Partner Presentation</td>
<td>10</td>
</tr>
</tbody>
</table>
Grading Scale*
In this course, outstanding work (90-100%) earns an A, good work (80-89%) earns a B, adequate work (70-79%) earns a C, and unsatisfactory work (69% or below) earns D/F.

* Note: Grades are based on performance, not effort. Everyone puts forth a great deal of effort during class experiences. Those who do not put forth a great deal of effort typically do not manage to complete the experience. Despite the great efforts which are put forth by all, not all performances are equal. Some students are exceptional in their performance while others are satisfactory. Your grade will be based on your performance, i.e., your performance in the classroom, your performance on written assignments, and your ability to display appropriate professional attributes.

Important Considerations

1. Attendance: Attendance and participation in class is very important for you to benefit from this class. If you miss class because of illness or an emergency, please notify the instructor via email. More than one absence will result in a drop of one letter grade.

2. Basic Courtesies: Behaviors that are "marked by respect for and consideration of others" are greatly encouraged. These behaviors include coming to class on time, listening when another person is speaking, and so on.

3. Late Policy for written assignments: All assignments are expected on the date specified. *Late assignments will lose 20% credit per each day (0-24 hours). No assignment will be accepted more than one week late.* Documented emergencies or documented illnesses will be considered on an individual basis.

4. Cell Phones: Students are asked to silence their cell phones and PUT THEM AWAY. Cell phones use and text messaging are prohibited during class. Students who choose to use their phones during class will lose class participation points. If there is an emergency situation that requires you to keep your cell phone on please inform the instructor before the class begins.

5. Laptops: Students are asked not to use laptops when material is being presented in class either by the instructor or colleagues. All materials presented in class will be accessible to students on Moodle. Students who choose to use their laptops during class will lose class participation points.

6. Procedures for Snowy and Icy Days and Evenings and other emergencies: Please check the college website for information on snow closings. I will not know any sooner than you do.
about cancellations. Normally, if the college is open, I will make every effort to be here. Even if we are having class, you should use your own good common sense about driving to campus given your geographical location and weather conditions. If we miss a class for weather conditions, I will make whatever accommodations are needed so that you do not miss important content. If class is canceled on the date of a test, or for a student presentation, or for assignments due, please be ready to complete the test, do the presentation, or submit the assignments at the next class.