

**Education 318: Special Education
Spring 2009, Trinity College**

Instructor

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Class Location

MC 303

Class Time

Wednesday, 6:30-9:30 p.m.

Required Readings

There is no textbook. There are required readings. At the end of this syllabus a numbered list of readings appears. Use the numbered list to reconcile the readings due within the course schedule.

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 does the law seek to ensure the accommodation of the needs of individuals with learning disabilities? Students will critically analyze current research on disorders, examine special education case law and advocacy, and explore issues through community learning placements and interviews with teachers and parents.

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 Schedule

<u>Session</u>	<u>Date</u>	<u>Topic</u>	<u>Due</u>
1	1/21	Legal Basis & Course Overview	
2	1/28	IDEA in Depth	Syllabus, Readings #1 & 2
3	2/4	Referral Process	Readings #3 and #4
4	2/11	Exam 1	Exam 1
5	2/18	Collaboration & Assessment	Hearing Decision Paper
6	2/25	Learning Disabilities	Reading #5
7	3/4	Emotional & Behavioral Disorders	Reading #6
8	3/11	ADD/HD	Trinity Major Area Project Part 1
9	3/18	Spring Break	
10	3/25	Gifted	Outline for Paper
11	4/1	Exam 2	Exam 2
12	4/8	Intellectual Disability	Reading #7
13	4/15	Autism	Readings # 8
14	4/22	Physical Disabilities & SMD	Draft of Paper
15	4/29	Teaching Strategies	Trinity Major Area Project Part 2
16	5/6	Exam 3	Exam 3; Final Paper

Course Requirements Overview

1. Attendance and Participation: Regular attendance in class is expected. In the event a student must miss a class, it is expected that the student will notify the instructor in advance. Class participation is an integral part of the course and is expected during class activities. Continuous or excessive absence (two or more) may result in poor performance in the course and will result in loss of points.
2. Exams: Three exam grades will be earned in the course. Exams will cover material from the readings and in-class activities. Exam format will be explained later in the syllabus.
3. Hearing Decision Paper: The Hearing Decision Paper is a 6 page double-spaced paper that interrelates an actual hearing decision, CEC Standards, and key principles of IDEA. Follow the outline provided later in this syllabus.
4. Trinity Major Area Project: The Trinity Major Area Project will connect your degree major with special education. Details provided later in the syllabus.
5. Paper: Students will write a 10 page double-spaced paper on a topic of major importance to special education. Details provided later in the syllabus.

Evaluation

Grades will be determined on a point basis as follows:

<u>Requirement</u>	<u>Point Breakdown</u>	<u>Total Points</u>
Exams	3 Exams 10 points each	30 points
Hearing Decision Paper		10 points
Trinity Major Area Project	Part 1 = 5 points Part 2 = 15 points	20 points
Paper	Outline = 5 points Draft = 15 points Final = 10 points	30 points
Attendance		10 points

Total Points = 100 points

A = 93 to 100 % of total points
 A- = 90 to 92 % of total points
 B+ = 87 to 89 % of total points
 B = 83 to 86 % of total points
 B- = 80 to 82 % of total points
 C+ = 77 to 79 % of total points

C = 73 to 76 % of total points
 C- = 70 to 72 % of total points
 D = 65 to 69 % of total points
 D- = 60 to 64 % of total points
 F = less than 64 % of total points

Course Policies

Attendance: Two or more absences will result in the deduction of points from the 10 points given in the evaluation table above.

Disability: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with me prior to the third class session.

File Naming Policy: Any documentation or materials delivered in an electronic format must adhere to the following file naming convention.

FirstNameLastNameRequirementName. For example if I am submitting the Hearing Decision Paper then I will name the file JohnFoshayHearingDecision. Failure to adhere to this policy will result in the loss of 2 points per assignment per infraction.

File Format Policy: The easiest file formats for me are .doc, .docx, (Mac & Win), .wpd (Win), or .rtf (Mac & Win).

Confidentiality: School personnel must maintain confidentiality of student information. In this class: 1) do not share the names of actual students and/or schools in written or spoken communication, and 2) personal stories from experience generally add a great deal to the class discussion; maintain confidentiality of these personal experiences in and outside of our class.

Exam Format & Procedures

Format: Each exam will have two sections. The first section will require responses through twenty multiple choice, fill-in-the-blank, or list answers. Each of these 20 items will be worth 0.25 points each. The second section will include two essay questions each worth 2.5 points.

Trinity Major Area Project

For this project, students will connect their Trinity major to special education. There are 2 parts to the project. Part 1 is worth 5 points. Part 2 is worth 15 points.

Part 1: Submit idea for approval/negotiation

- a. Identify your Trinity Major
- b. Identify the main special education topic
- c. Explain in 2-3 paragraphs the general connection between the Trinity Major and the special education topic
- d. Identify and explain the end product (paper, presentation, etc).
- e. List steps necessary to accomplish the creation of the end product

I will read and provide feedback for part 1, upon approval begin work on part 2.

Part 2: Complete the necessary steps and submit the completed project/artifact.

Hearing Decision Paper

The Hearing Decision Paper requires 6 double-spaced pages using the outline below.

1. Identify Hearing Decision: a) go to <http://www.sde.ct.gov> b) click Special Education, c) click Special Education Hearing Decisions, d) select one of the following hearings; 09-0036, 07-001, 07-066, 07-075, 07-091, or 07-139. On page 1 of the 6 page paper report the Hearing Decision number and the date it took place.
2. Identify Hearing Decision Background Information: From page 1 to page 2 of the 6 page paper report on a) the nature of the disagreement, b) relevant factual information related to the disagreement, and c) critically important factual information related to the relationship between the defendant and the plaintiff.
3. Identify IDEA principles and CEC Standards: From page 3 to page 5 of the 6 page paper report on the IDEA key principles and CEC standards involved in the case as indicated by a) your knowledge of IDEA and CEC standards, and b) as stated by the hearing decision.
4. Conclusion: On page 6 of the 6 page paper write a) the decision of the hearing officer, and b) 2-3 paragraphs of reflective statements about what you learned, what guidance the decision has for schools, teachers, and families.

Paper

Students will write a paper on a special education topic of their selection based on readings, class sessions or personal interest. The paper assignment has 3 parts: a) outline, b) draft, and c) final. I will read the outline and provide direction for the paper. Upon approval, begin working on draft. Draft will be submitted on due date. I will read draft and provide edits. Turn draft with edits into the final version.

The expectation for the paper is a relatively thorough treatment of a topic from an educational studies perspective or from the perspective of a student who has participated in ED 318. The paper should convince the reader of your knowledge of the special education topic, your understanding of the importance of the topic for students with disabilities, their families, schools, and/or society at large, and communicate/document your proficiency with course objectives.

The outline is worth 5 points, the draft 15 points, and the final 10 points.

Required Readings

1. A Parents Guide to Special Education Resources in Connecticut
2. Procedural Safeguards in Special Education
3. Using Scientific Research-based Interventions
4. IEP form and Manual
5. Selected portions of the Guidelines for Identifying Children with Learning Disabilities
6. Selected portions of the Guidelines for Identifying and Educating Students with Serious Emotional Disturbance
7. Selected portions of the Guidelines for Identifying Children with Intellectual Disability/Mental Retardation
8. Selected portions of the Guidelines for Identification and Education of Children and Youth with Autism