

**Education 318: Special Education**  
**Fall 2007 at Trinity College, Hartford CT**

**Instructor**

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**Class Location**

MC 307

**Class Time**

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

**Required Readings**

There is no text. 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	9/5	Introductions & Course Overview	
2	9/12	Legal Basis	Syllabus; Reading #1
3	9/19	IDEA in Depth	Readings #2 and #3
4	9/26	Referral Process	Readings #4 and #5; Quizzes 1 & 2
5	10/3	Collaboration & Assessment	
6	10/10	Learning Disabilities	Reading #6; Debriefing Notes Group 1
7	10/17	Emotional & Behavioral Disorders	Reading #7; Outline for Paper
8	10/24	ADD/HD	Trinity Major Area Project Part 1
9	10/31	Gifted	
10	11/7	Intellectual Disability	Reading #8; Quizzes 3 & 4
11	11/14	Autism	Readings # 9 and #10; Draft of Paper
12	11/21	No Class	
13	11/28	Physical Disabilities & SMD	Trinity Major Area Project Part 2;
14	12/5	Teaching Strategies	Quizzes 5 & 6; Debriefing Notes Group 2; Final Paper

## **Course Content**

Broad areas to be covered in this course are: areas of exceptionalism; major trends and issues including: collaboration; assessment; inclusion; service delivery models; roles of educators; individual education programs; family participation; and community involvement.

## **Course Requirements**

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. All students are responsible for all requirements, readings, and activities. Even-numbered quizzes cannot be made up.
2. Quizzes: Six quiz grades will be earned in the course. Quizzes will cover material from the text and in-class activities. Quiz format will be explained later in the syllabus.
3. Trinity Major Area Project: The Trinity Major Area Project will connect your degree major topic with special education. Details provided later in the syllabus.
4. Debriefing Notes: Describe your reaction to a topic covered in class or in the readings. Relate your feelings/reflections/reactions to the topic in 1-2 pages. Do not summarize topic. Connect note to teaching, research, or educational studies. A total of 10 notes are due, however you will submit them in 2 groups of 5 notes. We will write one together in class as a model.
5. Paper: Students will write a 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>
Quizzes	6 quizzes at 5 points each	30 points
Trinity Major Area Project	Part 1 = 5 points Part 2 = 15 points	20 points
Debriefing Notes	10 notes divided into 2 groups of 5 notes	10 points
Paper	Outline = 5 points Draft = 15 points Final = 10 points	30 points
Attendance		10 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

### **Total Points = 100 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 first group of debriefing notes then I will name the file JohnFoshayDebriefingNotesGroup1. 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 (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.

### **Quiz Format & Procedures**

Format: Responses on quizzes typically require multiple choice and/or fill-in-the-blank answers without a word list for guidance. There will be 20 items per quiz.

Procedures: Quizzes are paired 1 & 2, 3 & 4, 5 & 6. You will earn 6 total quiz grades.

On quiz night I will administer the quiz, i.e., quiz #1. Each student will have a quiz and an answer sheet. Students will individually complete quiz #1 marking responses on both the quiz itself and on the answer sheet #1. I will collect the answer sheet #1 and you will hold onto the quiz with your answers. You will be given answer sheet #2 for quiz #2. Quiz #2 is collaborative, but without feedback from me on quiz #1. I will randomly assign students into groups and you can discuss the quiz items. You will submit quiz #2 and answer sheet #2 to me. Both quiz #1 and quiz #2 grades count equally. Both quiz grades are your own responsibility, you can confer, discuss, collaborate, however your answer is your answer.

### **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.

### **Debriefing Notes Format:**

1. Topic selected from class session presentation or activities:
2. Course objective that the topic relates to: (number and actual objective)
3. CEC Standard that the topic relates to: (number and title of standard)
4. Write 1-2 page response that includes reflective statements about the learning experience for you. Response can address such questions as: How was this topic interesting to me? How was this topic relevant to my work as future teacher? How did this topic relate to my previous experience? How did this topic relate to my previous studies/classes?

**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 suggestions for adding, deleting, references, 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 family, 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. IEP form
4. Special Education Regulations
5. Chapter from Why are so many minority students in special education?
6. Guidelines for Identifying Children with Learning Disabilities
7. Guidelines for Identifying and Educating Students with Serious Emotional Disturbance
8. Guidelines for Identifying Children with Intellectual Disability/Mental Retardation
9. Guidelines for Identification and Education of Children and Youth with Autism
10. Transition study