



Trinity College

HARTFORD CONNECTICUT

EDUC 218 – Special Education Spring 2022

Instructor Dr. Megan Mackey Associate Professor of Special Education	Contact Information Phone: 860-832-2404 E-mail: megan.mackey@trincoll.edu
Course Meeting Time Wednesdays: 1:15 – 3:55pm	Course Meeting Location Halden Hall – Room 121
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

- All required readings are free and available via links or Moodle.

Additional Materials

- 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 four days late.

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.
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Course Requirements and Evaluation Procedures

The course assessment will be based on the following components:

Class Participation (65 points = 13 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.

Hearing Decision Partner Presentation (15 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 information related to the disagreement.

- c. Critically important 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 and Scoring Rubric** document on Moodle for information about presentation expectations.
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IRIS Center Module – Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities (10 points)

- Please refer to the **IRIS Center Module Forum Description and Scoring Rubric** document on Moodle for information about this assignment.
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Disabilities in the Popular Media Assignment (10 points)

- Please refer to the **Popular Media Portrayal Forum Description and Scoring Rubric** document on Moodle for information about this assignment.
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Sanford Inspire Module - Supporting Students with ADHD (10 points)

- Please refer to the **Sanford Inspire Module - ADHD Description and Scoring** document on Moodle for information about this assignment.
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Sanford Inspire Module - Maintaining Professional Relationships with Colleagues (10 points)

- Please refer to the **Sanford Inspire Module - Collaboration Description and Scoring** document on Moodle for information about this assignment.
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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 product of your choosing (paper, presentation, etc.).
5. List steps necessary to accomplish the creation of the 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 Project Proposal Description and Scoring Checklist** document on Moodle for information about proposal and project expectations.
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Grading

Assignment	Points
Participation	65
Hearing Decision Partner Presentation	15
Accessing General Education IRIS Module	10
Disabilities in the Popular Media Assignment	10
Supporting ADHD Sanford INSPIRE Module	10
Professional Relationships Sanford INSPIRE Module	10
Trinity Major Area Project Proposal	10
Trinity Major Area Project	30
TOTAL	160

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.**

Academic Policies

Face Mask Requirement

Per Trinity College policy, you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. There are no exceptions to this policy. You may not remove your mask to eat or drink during class; please plan accordingly. At times, it may be difficult to hear one another with our masks on. Therefore, please do your best to speak loudly and clearly during class discussions.

Accommodations for Students in Isolation or Quarantine

If you are quarantined or isolated due to Covid, or if you have concerns about your health, contact me in advance to request permission to participate remotely via Zoom during a specific class session. Last-minute requests may not be granted permission.

Use of Electronics

You may bring a laptop to class only for the purposes of accessing electronic copies of course

readings and to take notes. Please refrain from using your laptop or phone for non-class-related purposes. At any point in the semester, I reserve the right to disallow laptop use if students are using them for non-class purposes.

Late Assignments

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

Student Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), if you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Religious Observances

Trinity College is a place that welcomes students from a variety of religious backgrounds, and the observance of religious holidays is vital to many members of our community. Members of our community are encouraged to observe these holidays and not suffer any academic or extracurricular penalty because of their observance.

Accordingly, all students whose conscientious religious observance requires their absence on a given day are expected to inform their instructors of such obligations **at the beginning of each semester**. Our policy further states that faculty who have been properly notified “will permit these students to make up exams, quizzes, assignments, etc. within a reasonable time of the absence.”

Asking for Assistance or Clarification

I am happy to assist you and answer questions on anything related to course readings or assignments. However, part of being a successful college student is learning how to problem solve on your own. Before you ask me for assistance or clarification, please first consult at least three sources: (1) the course syllabus; (2) the Moodle site; (3) a classmate. If you still do not find the answer to your question after consulting these three sources, feel free to ask me!

Procedures for Snowy and Icy Days 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.

Helpful Things to Know (Credit to Dr. Elise Castillo)

Mental Health

Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic

We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can considering these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.
