



Trinity College

HARTFORD CONNECTICUT

EDUC 218 – Special Education Spring 2018

Instructor: Dr. John Foshay	Contact Information: 860-832-2402 john.foshay@trincoll.edu
Course Meeting Time: Friday: 1:15 - 3:55 p.m.	Location: McCook 311

Required Readings:

All required readings are free and publicly available from the State of Connecticut Department of Education, Bureau of Special Education. A table containing a reading number, document names, and hyperlinks appears at the end of the syllabus.

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 Calendar

Session	Date	Topic	Due
1	1/26	Course Overview and IDEA	
2	2/2	IDEA Key Principles, Hearing Decisions	Reading 1
3	2/9	Eligibility, Systems of Support	Reading 2
4	2/16	Individualized Education Program (IEP)	
5	2/23	Universal Design for Learning (UDL); Overcoming Learning Barriers	
6	3/2	Collaboration and Assessment	Hearing Decision Paper
7	3/9	Assistive Technology	Reading 3
8	3/16	Spring Vacation	
9	3/23	Specific Learning Disabilities	Major Area Project Proposal; Reading 4
10	3/30	Emotional and Behavioral Disorders	Reading 5
11	4/6	Intellectual Disabilities	Overcoming Learning Barriers; Reading 6
12	4/13	Gifted and Talented, Attention Deficit Hyperactivity Disorders	
13	4/20	Autism Spectrum Disorders	Reading 7
14	4/27	Severe and Multiple Disabilities	Major Area Project Completion
15	5/4	No class	
15	5/7-5/11	Final Exam To be announced	Exam

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:

Participation (10 points)

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 as well as in-class large and small group 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.

Hearing Decision Paper (10 points)

The Hearing Decision Paper is a 6-page double-spaced paper that interrelates an actual Connecticut hearing decision, CEC standards, and key principles of IDEA. A template to organize your responses will be provided.

Overcoming Learning Barriers (5 points)

Using the Overcoming Learning Barriers template, respond to each of the three questions.

Trinity Major Area Project Proposal (10 points)

For this project, students will connect their Trinity major to special education.

Proposal Requirements

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.

Trinity Major Area Project Completion (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
- *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.

Final Exam (35 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.

Requirement	Points
Participation	10 points
Due Process Hearing Paper	10 points

Overcoming Learning Barriers	05 points
Major Area Project Proposal	10 points
Major Area Project Completion	30 points
Final Exam	35 points

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.

Class Attendance Policy

Attendance is mandatory and will be considered when final grades are averaged.

If you must miss class, please let the professor know in advance of the class meeting time. Any absence will result in the reduction of the student's participation grade. More than one absence will result in a reduction of five points off the student's final course average. More than two absences could result in possible failure of the course, depending on the circumstances.

Important Considerations and Policies:

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.

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.

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).* Documented emergencies or documented illnesses will be considered on an individual basis.

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.

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.

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.

Required Readings:

Number	Name	Link
1	Parents Guide to Special Education	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
2	Using Scientific Research-based Interventions	http://www.sde.ct.gov/sde/lib/sde/pdf/Pressroom/SRBI_full.pdf
3	Assistive Technology Guidelines	http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334976
4	Guidelines...Learning Disabilities	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/2010_Learning_Disability_Guidelines_Acc.pdf
5	Guidelines...Emotional Disturbance	http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334388
6	Guidelines....Intellectual Disability	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/guide_intellectualdisability2007.pdf
7	Guidelines....Autism	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Guidelines_Autism.pdf