

MONTGOMERY COLLEGE
Education Department
EDUC201- Introduction to Special Education
Spring 2015
HYBRID

Instructor: Prof. Carmen Constantinescu

Contact Information: Carmen.constantinescu@mongomerycollege.edu

Email: Please use the Blackboard (Bb)email tool for all emails UNLESS Blackboard is down (*please allow 48 hours for a response and expect email responses Monday- Thursday*).

Office Hours: By appointment

Office Location: Takoma Park/Silver Spring Campus, Commons Bldg. 202C

Office Phone: 240-567-1317

Textbook: Taylor, R.L., Smiley, L.R., Richards, S.T. (2009). *Exceptional students: Preparing teachers for the 21st century*. New York: McGraw Hill. (2nd edition)

Note: REGULAR use of a working computer is necessary to properly participate in the course. If your home computer is not regularly accessible, make arrangements to use one of the many computers available on campus.

Course Description:

This course provides an overview of psychological, sociological, and characteristics of the exceptional learner: intellectual disabilities, learning disabilities, emotional or behavioral disorders, communication disorders, hearing impairments, visual impairment, physical disabilities, and giftedness. Topics also include classroom practices, current issues and trends, history and legal aspects, multicultural and bilingual implications. PREREQUISITE: ED 101/102, ED 120, or PY 215. Fulfills Associate of Arts in Teaching (AAT) requirement. Three credit hours.

Course Goals and Outcomes:

By the end of the course, students will be able to:

- √ List critical events and landmarks in special education history.
- √ Describe and differentiate major laws related to special education and disability related laws (IDEA, Rehab Act, ADA).
- √ List and explain techniques on how to collaborate with parents, families and communities.
- √ Describe the screening and identification process in special education.
- √ Explain and describe the 12 main categories under IDEA and their corresponding characteristics.
- √ Given case studies, develop and share appropriate accommodations for students with various disabilities.
- √ Develop and present a lesson plan which addresses the needs of students with various special education needs.

Attendance:

Please note that you are expected to attend EVERY class (both online and the face-to-face meetings). Please be considerate to the rest of the class and do not come late and do not leave early. *The instructor reserves the right to drop you from the course or reduce your grade if you miss one week of online participation or one face-to-face meeting.*

Face-to-face meetings:

Face-to-face meetings will be held at the Takoma Park/Silver Spring campus from 6:30-8:30pm in Math Pavilion 141 on the following dates:

Thursday, January 29th

Thursday, February 19th

Thursday, March 5th

Thursday, March 26th

Thursday, April 9th

Thursday, April 23rd

Our face-to-face meetings will include analyzing films, role playing scenarios, discussing specific case studies and collaboration with your classmates. You will earn 10 points for class participation during our face-to-face meetings. If you miss class, you cannot “make-up” face-to-face class participation points.

Expectations and Requirements**Netiquette:**

Netiquette outlines basic expectations when communicating and interacting online. We can all use a friendly reminder of the best and most appropriate ways of communicating electronically but if this is your first online course I definitely encourage to review this, so please visit the following link for netiquette tips and strategies:

<http://cct2.edc.org/telementoring/docs/net.html>

Additional guidelines for our online discussions are listed below.

Email:

For this course, I ask that you use the Blackboard email feature to send course-related email. Blackboard email allows you to turn on a notification option that will send a notice to an external email account when you receive a new course email. You cannot reply to the notice. You must login to the course site and use Blackboard email to reply to messages.

Again, when emailing, please allow 48-hours for a response and expect responses Monday-Friday.

Blackboard Skills Requirement:

It is perfectly OK if this is your first online class but it is important that YOU familiarize yourself with the Blackboard program and its features as soon as the course begins. You will be responsible for being able to navigate Blackboard after our face-to-face meeting. Be sure to use the resources available to you to learn how to navigate Blackboard. You can access them under the “Start Here” button in class content or you may go directly to the tutorial link by going to this Website: <http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=11750>

Technical Requirements:

You will need the following to participate online:

1. **Regular use** of a computer with Internet access. If you have problems with Web access on your personal computer, please make plans to visit the College or local library for regular computer access. For full details on recommended computer hardware and software see <http://www.montgomerycollege.edu/distance/dm.htm>
Expect to spend several hours online each week. Please be sure to refer the Blackboard information to ensure you are using the compatible browsers.

Help Desk Support:

Helpdesk: If you are having technical difficulties with your computer or Blackboard, please contact the Blackboard Helpdesk, available 24/7. There is also a "help" link on Blackboard to assist you with troubleshooting.

Technical Issues and Concerns:

When taking an online call, you should EXPECT that occasionally, there may be technical issues or problems. For these reasons, you are encouraged to prepare AHEAD of time and know what the assignments. Also, if there is ever a time when content or assignments are not released to you when expected, please contact me directly so I can check for possible technical issues on my side.

Guidelines for Participating in an Online Discussion:

- An online discussion is similar to an email conversation with some important differences.
- An online discussion can involve a number of participants, such as a team of students or an entire class.
- All messages stay posted in the discussion board for participants to read and re-read at any time.
- An online discussion can last for a week or longer.

If you are new to online discussions, you will find them as rigorous as any face-to-face classroom discussion. The purpose of a discussion is dialogue as a means of learning. The following are guidelines for an online discussion:

- You are expected to have REGULAR and RELIABLE access to a computer *at least 3-4 times per week*.
- *You are expected to read all posted messages.*
- **Use the person's name** when you reply to a message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.
- If you wish to send a private message, click *Reply Privately*. Your message will appear in the recipient's Blackboard email.
- Change the subject line of the message when you want to introduce a new topic. The value of this tip will become apparent as the number of messages grows.
- Feel free to reinforce each other's ideas with comments such as "Good Point" or "I agree" or "Thanks for the comments."
- The use of sexist, racist, or objectionable language is not acceptable.
- You can use emoticons to communicate humor, e.g. :-) ;-) :-0 :-/ :-(

- When you are writing for an online discussion, I strongly encourage you to compose your message in a word processor then **copy and paste** the text into the discussion message. Expect to spend time editing and revising your messages until they are clear. Composing your messages in a word processor first, will save you from losing your hard work if your browser crashes before you click the submit button.
- As a general rule, messages posted on the Discussion Board should be no more than **two screens in length**. If your message is longer, revise it to be more concise or separate your message into points and post each point as a separate message.
- Please make sure to post your messages on the correct “discussion board” and to stay on topic. If you have questions for your classmates related to an issue related to the class or course content, please use the ***Muddies Points Forum***. For issues not related to the course but related to education, student success, job postings or other opportunities, use the ***Virtual Café***. Following these guidelines will allow our conversations to stay organized and it will make it easier for the class to locate information.

Late Work Policy

Unless you have made **prior** arrangements with me, late work will not be accepted.

Student Academic Supports and Services

For academic and other supports, please consider the following services:

MC Libraries: Use this resource to conduct research and find other academic supports including tutorials on APA and MLA styles and formats: <http://cms.montgomerycollege.edu/libraries/>

Social Sciences Computer Center: Tutoring in education, academic-specific software programs and a copy of **our class textbook** is available here:
<http://www.montgomerycollege.edu/Departments/socscitp/socscicenter.htm>

Writing and Reading Centers: Use this resource for supports and help with writing and editing your work:

Germantown Campus: <http://www.montgomerycollege.edu/Departments/writegt/>

Rockville Campus: <http://www.montgomerycollege.edu/studentsvc/lrnglabs/>

Takoma Park/Silver Spring Campus: <http://www.montgomerycollege.edu/Departments/lrnlabtp/>

Accommodations for Students with Disabilities

Students needing an accommodation due to a documented disability need call or email me at their earliest convenience to make arrangements. If you need additional information regarding accommodations, you may also contact Disability Support Services at 240-567-5058

Blackboard® is committed to ensuring that the e-Education platform is usable and accessible. For more information on ADA and access, see <http://www.blackboard.com/Teaching-Learning/Learn-Resources/Accessibility.aspx>

Student Code of Conduct and Online Interactions

The college seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized as necessary to the educational process. However, students do not have the right to interfere with the freedom of the faculty to teach or the rights of other students. Students who violate this code are subject to dismissal of the course and/or other sanctions.

Please be respectful to each other when posting messages. Being online often times feels like a “safer” environment since there is no face-to-face contact and students can sometimes be more direct and open with one another. Although I encourage lively and dynamic discussions, I ask that you be respectful to all of us in the class when posting messages and sending emails. Failure to do so may result in denial to course access until student and instructor can meet to resolve the issue.

Academic Dishonesty and Misconduct

The maintenance of the highest standards of intellectual honesty is the concern of every student and faculty member at Montgomery College. The College is committed to imposing appropriate sanctions for breaches of academic honesty. Students who engage in any act adjudged by the instructor to constitute academic dishonesty or misconduct are subject to any and all sanctions deemed appropriate by the classroom instructor, and may include imposing grade sanctions for violations of academic ethics. The complete Student Code of Conduct can be also be found on the Web at www.montgomerycollege.edu/verified/pnp/42001.doc

For this course, ***you are expected to complete ALL of your work independently***, unless specifically instructed to do so otherwise.

Class Activities and Requirements

Weekly Announcements:

Unless otherwise announced, class begins Monday evenings, between 9pm and midnight, and ends at midnight on Sundays. Every week, I will post announcements and the weekly outcomes and assignments on the homepage of the site. This is where I will remind you of assignments or make any announcements related to changes in readings, tests, quizzes or anything that may need to be added or changed throughout the semester. Please make sure to read this section ***every week***. Think of this section as the “class announcements” that happen regularly in a face-to-face class.

You may also refer to the *Tentative Course Outline* (outlined below) to plan ahead with your readings and other assignments.

Lectures, Videos, Podcast and Readings:

You are expected to read the lectures and all assigned readings for each week. On average, you will read one cluster per week from your textbook along with other provided resources such as an introduction to the cluster, articles, videos, podcasts or web sites. You will also be required to read the lecture notes (if applicable) and power point presentations for each cluster. Although the power point presentations summarize much of the cluster, I strongly encourage you to take notes on each cluster and review the key terms at the end of each cluster. In addition, this book contains "Check Yourself" questions at the conclusion of each module. Again, you are encouraged to complete those as well. Completing these exercises will better prepare you for the quizzes and exams.

You will find the readings and power point presentations weekly under “Course Content” (weekly content will be released every Monday by 9pm except for spring break). You will also have to do your readings BEFORE you complete the weekly assignments. Weekly assignments are based on the readings for that week (e.g. weekly reading for week two is Cluster two and all assignments due at the end of week two are based on the readings and lectures on Cluster two). If you do not make it a priority to read all the assigned readings, you will not be able to fully participate in the class discussions or to adequately complete your assignments.

Journals: You will have a total of six journal assignments to write for the semester. The journals will consist of questions relating to the cluster and lecture notes assigned for the week. They may include reflecting on the cluster, related topics, or searching for resource websites related to the cluster.

Journal Requirements:

1. Clearly write and proofread all your work before submitting or posting it
2. Include your name, journal number (i.e. 1,2, 3), journal question, and class on the top right corner of the page
3. **Double-space** your journals and turn them in DIRECTLY in the assignments box, unless instructed to do it differently (see directions for double-spacing work)
4. Journals must be a minimum of one page and should not exceed more than two pages.

Please do not submit your journals in an attached file format as they will not be accepted.
Your journals are worth 15% of your grade. Late journals will not be accepted unless PRIOR arrangements have been made with the instructor.

Rubric for Journals (10 points each = 60 points total)

1. Journals will be graded using the following criteria:
2. Journals are turned in on time and posted where assigned (in ASSIGNMENT DROP BOX, unless otherwise noted- please write directly in box)
3. Journal is submitted with proper heading (name, journal number and question(s)), it is clearly written and free of grammatical errors (1)
4. Student answers every part of the question with specificity (5)
5. Student includes his/her perspective but also reflects on information presented through readings, discussions and power point lectures (4)

Discussion Topics/Questions and Participation (10 questions at 5 points each = 50 points total)
You will be required to post at least two messages PER DISCUSSION on the discussion board each week. One of the objectives for the discussion topics is to engage in a discussion with other classmates. Therefore, it is important that you follow the following participation guidelines: ***One posting must be completed by midnight on Wednesdays and the second posting must be completed by midnight on Sundays. You can post more than twice but must post at least once by Wednesday at midnight and then AGAIN between Thursday at 12:01am and Sunday at midnight. Posting twice between Mon-Wed at midnight and not returning from Thurs-Sun or posting twice between Thurs-Sunday and not posting between Mon-Wed is not considered full participation. Again, be sure to follow these timelines on postings in order to earn full credit for discussions.***

The discussion topics will be guided by class discussions and readings. I will post the topic or questions each week on the discussion board. There will be a total of 10 discussion questions. Failure to participate in weekly class discussions equates to being absent in class. Postings, which are considered class participation, are worth a total of 5 points per discussion, (50 points total for the semester), and constitute 15% of your total grade. If you miss the deadlines for one of the postings, you may still receive 2 points for a second posting. Also, please note that discussion postings cannot be “made up” if you do not participate on the corresponding week.

Rubric for discussion questions (DQs) and participation:

Discussion Questions and participation will be graded using the following criteria:

1. Postings are completed by assigned due dates (will lose 3 points if you miss first deadline (Weds.), will lose all points if you miss both deadlines (Wed. and Sun.)
2. Postings are on point, and clearly written for the class to follow and understand (2)
3. Posting ANSWERS to the question and advances the classroom discussion (2)
4. (avoid repeating the same comment and do not just use “throwaway comments” like “good idea,” “I agree,” etc. without additional supporting comments)
5. Postings reflect that the student is reading other student postings/discussions and class readings/assignments (1)

Tips for effective discussions:

Make sure your discussions ADVANCE the conversation

Your postings should not exceed more than 1-2 paragraphs

Your responses to your classmates can count as your postings but make sure that the response is sufficient and ADVANCES the discussion

Grading criteria for face-to-face class participation (6 @10 points each= 60 points):

1. Students are to arrive on time and stay for the entire class period (You will only be able to earn up to 7 participation points if you arrive late to class (after 6:00pm)
2. Student is actively engaged in discussions (comments, asks questions, attentive to classmates, etc.)(5)
3. Student participates and completes class activities, such as independent and collaborative work and assignments (5)

NOTE: Instructor reserves the right to drop a student from the course if the student has missed ONE or more weeks of class. For this class, if you do not actively participate in the classroom discussions or if you miss a face-to-face class meetings for ONE or more weeks, you may be dropped from the course or your final grade may be lowered by one or two letter grades.

Quizzes:

There will be one orientation quiz and two regular quizzes that will be given at the conclusion of chapters 1-5 and 7-11. All quizzes will be given a time limit (except for orientation quiz). The time limit will depend on the length of the quiz. The quizzes will equal to 15% of your total grade at 10-15 points each. There will be no “reviews” for your quizzes; however, you will be provided with reviews for both the midterm and the final exams.

Exams:

There will be a total of two exams in this course - a midterm and a final. The midterm will be on the first six or seven chapters and the final will be on the last seven or eight clusters. Each exam will consist of a variety of questions including true/false, multiple choice, and essay. All tests will have a time limit (i.e. 60 min, 90 min, etc.). The time limit will depend on the length of the exam. Each exam is worth 20% of your grade, equaling to 40% of your total grade. Final exam is not cumulative.

Exams/quizzes may not be copied and pasted, stored for personal use or to share/distribute with others. This is considered plagiarism.

“Voices Supporting Exceptionality” – Advocacy Research Presentation:

This will constitute one of your summative assessments for the class and all students will be required to select a disability for which an advocacy group will be individually researched. Knowledge acquired throughout the semester from class readings, discussions, and handouts will be essential to complete this project. Students will work in groups of two or three and prepare a final presentation on their advocacy group choice. *For example*, one group might choose to research information about the Council for Exceptional Children, one of the largest international professional organizations advocating for policies and professional standards in our work with individuals with exceptionalities. The presentations will have to include key elements such as history of advocacy group, specific areas of advocacy and support of the agency, current developments in news and policies for the chosen disabilities as well as other pertinent information (such as additional resources, for instance). A rubric will be provided prior to the date of the assignment. This project will count for 10% of your grade (50 points).

Lesson Plan Project:

Given several case studies, together with a classmate, you will be required to develop a lesson plan and deliver instruction to the class based on the students’ needs outlined on the case studies. The lesson should include goals, objectives, an introduction/warm-up guided practice, accommodations with justifications and assessments. You will be graded based on several areas, which are identified in Appendix A. Part of your grade will also include critiquing your classmates as well as yourself. The lesson plan project is 15% of your total grade. See Appendix A for more details. (Rubric for lesson in included in Appendix A)

Grading Distribution

<i>Assignment Distribution</i>	<i>Grading Distribution</i>
10%- Quizzes (50p)	A-90-100%
15%- Class Participation (65p)	B-80-89%
20%-Midterm Exam (100p)	C-70-79%
20%- Final Exam (100p)	D-60-69%
15% - Lesson Adaptation, Delivery and Presentation (65p)	F-Below 60%
10% - Journal Assignments	
10% - Advocacy Research Project (50p)	

ED140
Tentative Course Schedule

Please note that class activities/assignments are subject to change

Date	Topic	Readings	Assignments	Due dates/Other Notes
Week 1 1/26-1/30 F2F #1 1/29	Introductions, course syllabus/expectations People-first language An Overview of Special Education	People-first Language	Introductions, Syllabus Quiz & DT#1	Orientation and Syllabus Quiz DT#1 due by 2/6
Week 2 2/2-2/6	An Overview of Special Education The Special Education Process	Chapter 1 & 2	Journal #1	Journal #1 due 2/13
Week 3 2/9-2/13	The Special Education Process School, Family, and Community Collaboration	Chapter 2 & 3	Journal #2	Journal #2 due 2/20
Week 4 2/16-2/20 F2F #2 2/19	Students with Learning Disabilities	Chapter 4	DT#2	DT#2 due 2/20
Week 5 2/23-2/27	Students with Intellectual Disabilities Select categories for advocacy research project Video: Education Peter	Chapter 5	Journal #3 Quiz#1 (Chapters 1-5)	Journal #3 due 3/6
Week 6 3/2-3/6 F2F #3 3/5	Students with Emotional and Behavioral Disorder	Chapter 6	DT#3	DT#3 due by 3/6 [Lesson plan partners to be assigned] [Midterm study guide posted]
Week 7 3/9-3/13 [Midterms Week]	Students with Communication Disorders	Chapter 7	DT#4 Midterm Exam Chapters 1-6	DT#4 due by 3/13 Midterm due by midnight on 3/15
3/16 – 3/20	SPRING BREAK			

Week 8 3/23-3/27 F2F #4 3/26	Students with Autism Spectrum Disorder	Chapter 11	DT#5 Journal #4	DT#5 due by 3/27 Journal #4 due by 4/3
Week 9 3/30-4/3	Lesson Planning and Accommodations Students with sensory impairments	Chapters 8 & 9	DT#6	Draft lesson plan due on 4/8
Week 10 4/6-4/10 F2F #5 4/9 (to be rescheduled)	Students with Physical or Health Disabilities Students who are high at risk	Chapters 10 & 13	DT#7 Quiz #2 (Clusters 7-11, 13)	DT #7 due by 4/10
Week 11 4/13-4/17	Students with ADD/ADHD	Chapter 14	DT#8	DT #8 due by 4/17
Week 12 4/20-4/24 F2F #6 4/23	Students who are gifted and talented	Chapter 15	Journal #5	Journal #5 due by 4/24 Lesson Plan Presentation Part 1
Week 13 4/27-5/1	Self-determination	-	DT #9 Journal #6	DT #9 due by 5/1 Journal #6 due by 5/8
Week 14 5/4-5/8 F2F #Rescheduled 5/7	Lesson Plan Presentations	-	DT #10	DT#10 by 5/8 Lesson Plan Presentation Part 2 [Final exam study guide will be posted by 5/4]
Week 15 5/11-5/15 [Final exam week]	-	FINAL EXAM	Advocacy Research Projects	Advocacy Research Projects due by 5/15 (online upload) Final Exam due Friday, Dec. 16 th at midnight.

Appendix A Lesson Plan Project

Directions: You will be assigned to work with one (or more, depending on class size) student(s) for this project. You will be given a case study, which will provide you with background on four students and include specific information on their disabilities and needed accommodations. You will use this information to develop the accommodations and instructional strategies you plan to use when teaching the lesson.

I encourage you to be creative and use the information that we have learned in class during the semester. Regardless of how you go about delivering the lesson plan you must cover the following (which should also be included in your written lesson plan):

1. Goals & objectives (What will students accomplish by the end of the lesson?) (3)
2. Materials (What materials will you need during your lesson? This includes materials for students and teachers) (2)
3. Introduction/grabber (How will you draw interest to your lesson?) (2)
Instruction (What, specifically, will you teach and how will you teach it?) (5)
Accommodations- with justifications (Be sure they are specific to your students' needs) (5)
4. Assessment (how will you measure success) (3)

This assignment is 15% of your total class grade. The time that you will have to present will be determined after midterms (this will depend on the number of students in the class) You will lead the class on the day that you are assigned to present so BE ON TIME and ready to present. You will be graded on the following:

1. Clarity and Organization of lesson (10)
2. Time management (time is used effectively) (10)
3. Instruction Delivery (using multiple intelligences, multiculturalism, differentiation) (20)
4. Accommodations for students with IEPs (provides appropriate accommodations for all learners) (25)
5. Creativity (visuals, props, etc.) (7)
6. Collaboration (How well did you work together with your partner?) (3)
7. Room structure and set up (5)
8. Lesson plan (20) (see above for lesson plan rubric)

Note: You will need to turn in a DRAFT lesson plan by Nov. 4th. Your final, revised lesson is due on the day you deliver your lesson plan.

Remember, a well-written lesson plan is one that can be taught by another teacher by just reading the lesson. It is a roadmap to what you will be doing and what you will need. Use it as a tool to help you teach what you need to and to remember all the details!

Appendix B LESSON PLAN TEMPLATE

Goals: What are the students going to know by the end of the lesson? Make sure to use action words! For example: By the end of this lesson, students will be able to (SWBAT):

- Discuss
- List
- Differentiate

- Identify
- Explain
- Analyze
- Synthesize
- Summarize
- Distinguish

Materials: What materials will you need throughout your lesson? Handouts, props, etc. This includes materials for the teacher and for the students.

Introduction/Grabber: How will you introduce the topic? What will you do to grab their attention?? Do something interesting to CAPTURE their attention. Make sure to relate it to them!

Direct Instruction: WHAT will you teach and HOW will you teach it? Be specific!!! Lecture, group work, independent work? What will you cover?

Guided Practice: How will they practice what they learned?

Assessment: How will you assess if they obtained /reached your outlined goals and objectives? Remember, this does not always have to be formal! It can be done in a variety of ways (group, independent, quiz, cross word puzzle, etc.)

Accommodations: How will you accommodate the lesson to meet all students' needs? What specific accommodations will you use for each student in your case study. **MAKE SURE to use the following template to outline your accommodations:**

<i>Student Name</i>	<i>Accommodation</i>	<i>Justification for accommodations</i>	<i>Other Notes</i>
(example) Tanya	Preferential seating	Because Tanya has a visual impairment, giving her preferential seating will allow her to sit where she feels most comfortable.	