



Syllabus



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EDU 717: Students with Disabilities

credits: 4 CRN# 40177

Summer Term 2008, July 12th - September 5th

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Course Description

Overview

This course is designed to provide an overview of educational disabilities and the opportunity to explore their implications for learning. Students examine definitions, characteristics, and teaching strategies for students from preschool through secondary school who have a variety of special needs. Students research the following educational disabilities: learning disabilities, speech and language impairments, mental retardation, autism spectrum disorders, emotional and/or behavioral disorders, physical disabilities, sensory impairments, and health impairments.

Prerequisites

SOSC 508: Child Development or SOSC 509: Human Development

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

Required Resources

Textbook:

Smith, Deborah Deutsch. (2007). **Introduction to Special Education: Making a Difference**. 6th Edition. Boston: Pearson Allyn & Bacon. ISBN: 0-205-49805-1

The textbook is available online at MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 40177). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Learning Outcomes

At the end of this course, the learner will be able to:

1. Demonstrate awareness of the historical development of the field of special education.
2. Reflect upon reasons for changes in special education terminology and service delivery options.
3. Empathize with the challenges that may be faced by people with disabilities.
4. Analyze and synthesize research about specific disabilities.
5. Integrate information from research, observation and interviews to identify appropriate educational interventions for students with specific disabilities to create a positive learning environment, establish supportive relationships with children, their families, and professional peers.
6. Use a variety of resources to enhance his/her professional development as a scholar, teacher and educator.

Evidence of Accomplishment

Participation

Participation is evidenced by active involvement in discussion sessions and deliverables, providing feedback on your peers' work, responding to my questions and posting your required materials on time. In this course, collaboration is defined as learners working together to achieve answers and reasonable solutions to complex problems. Consider the instructor not as the purveyor of answers, but rather as a consultant. All questions related to problems assigned, your projects, or course content should be made to the discussion board and everyone is expected to offer insights as we work through the process.

Disabilities Portfolio

A Disabilities Portfolio will be developed during the duration of the course resulting in a completed reference guide to educational disabilities, their characteristics and sources of interventions for students identified as having a disability. Data will be collected from professional organizations, internet research, professional texts and journals. Assessment will be ongoing as sections will be assigned and critiqued throughout the course.

Book Review

The student will read a book written by a person with a disability or a family member or teacher, and write a summary of at least 2 pages in length that demonstrates sensitivity to the author's perspective. Please refer to the accompanying book list and to the rubric.

Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://granite.edu/library/citing.htm>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see pages 65 of the college catalog.

Performance Evaluation

Your final grade is based on the following distribution:

Activities	% of Grade
Participation	20%
Book Review	20%
Disabilities Portfolio	60%
Total	100%

Course Grading Scale: The letter grade is representative of Granite State College's grading system.

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

NOTE: Students must receive a grade of "C" or better for all courses in their major.

Outline of Course Structure & Content

This course is organized into eight modules, each centered around key aspects of educational disabilities and their implications for learning. The outline of the general reading assignments and discussion topics is provided below.

More details on specific assignments are available within the course when you register for this class.

Module	Reading	Assignments/Activities
Module 1: Changing Views of Disabilities and Giftedness & Multicultural and Bilingual Special Education July 12 - 18	Chapters 1, 2, 3 and 14	<ul style="list-style-type: none"> • Gifted Assignment • Online Discussion
Module 2: Learning Disabilities & ADHD July 19 - 25	Chapters 5 and 6	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion
Module 3: Speech and Language Impairments July 26 - Aug. 1	Chapter 4	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion
Module 4: Mental Retardation and Autism Spectrum Disorder Aug. 2 - 8	Chapters 8 and 12	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion
Module 5: Emotional/Behavioral Disorders	Chapter 7	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion

Aug. 9 - 15		
Module 6: Sensory Disorders: Low Vision and Blindness and Deafness and Hard of Hearing Aug. 16 - 22	Chapters 11 and 10	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion
Module 7: Physical or Health Disabilities, and Low Incidence Disabilities Aug. 23 - 29	Chapters 9 and 13	<ul style="list-style-type: none"> • Portfolio Sections: Identification, Resources, Interventions • Online Discussion
Module 8: Reflections Aug 30 - Sept 5		<ul style="list-style-type: none"> • Book Review • Reflections

Note: The content of this syllabus is subject to change as needed.

ADA

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a reasonable accommodation to remove the barrier. If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administration Offices in Concord. See ADA in the college catalog for details.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the [GSC Technical Assistance Center](#) (<http://bbresources.granite.edu/techassist/help.htm>) or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, on weekends messages are checked daily).
