

Montclair State University
College of Education and Human Services
Department of Secondary and Special Education

SPED 579: SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES

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Catalog Description:

An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

CEC Initial and Advanced Professional Content Standards and Knowledge and Skill Sets (<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/Old-CEC-Content-Standards>)

Course Objectives:

Students will:

1. Gain an appreciation of the historical foundations of the education of students with disabilities. (CEC 1, MSU-AS 1)
2. Gain an understanding of the basic philosophical concepts that guide the provision of services for students with disabilities.(CEC 1, MSU-AS1)
3. Understand the ethical concerns underlying special education practice. (CEC 1)
4. Gain an understanding of the role of special education within the context of the culture of a school, general education curriculum, and whole school reform (CEC 2, 7, MSU- AS 5, 7)
5. Gain an appreciation of the terminology used in special education (CEC 1).
6. Understand the legislation and litigation relating to the provision of education for students with disabilities, including procedures for identification, evaluation, instructional planning, and placement and including due process rights (CEC 1, 2, 7, 9).
7. Understand attitudes of children, adults, teachers and community members with disabilities and without disabilities and the effect of these attitudes on the education of children with disabilities (CEC 2, 7, 9, MSU-AS 5, 7).
8. Understand the nature of programs and services to students with disabilities (CEC 6, 7, MSU-AS 1, 7).

9. Learn the characteristics and educational needs of students in each of the categories of disability. (CEC 2, 6, 7)
10. Learn the basic principles of how to adapt instruction to different educational needs and learning styles. (CEC 2, 6, 7)
11. Understand the interface of special education and cultural diversity. (CEC 9 MSU- AS 5)
12. Understand the role of parents and families in the education of individuals with disabilities. (CEC 2, 7, 9 MSU- AS 5)
13. Understand the role of different professionals in the provision of services for students with disabilities and basic principles for collaboration. (CEC 1,2 6, 7 MSU- AS 1)
14. Understand the impact of technology on the education of individuals with disabilities. (CEC 2, 6)
15. Understand principles for planning, organizing, and managing instruction for students with disabilities. (CEC 1, 7 MSU- AS 1)
16. Learn principles for providing education for students with special needs in the regular education environment. (CEC 2 MSU- AS 1)
17. Understand the needs of individuals with disabilities through the life span. (CEC 7 MSU- AS 7)
18. Understand New Jersey provisions for education of students with disabilities. (CEC 1 MSU- AS 1)
19. Understand future trends in education of students with disabilities. (CEC , 7 MSU- AS 1, 5, 7)

Rationale for the Course

This course is designed for special and regular education school personnel. For those in special education programs, it is the foundation for other courses in that special educators and related service personnel must possess a wide-ranging knowledge base of disability and of program options for students with disabilities which must match the needs of the students. For those in regular education, the course provides a foundation for working with students with disabilities who will be in the regular education program. An understanding of the characteristics and educational needs of the students as well as instructional principles and knowledge of a wide array of special education practices that enable children with disabilities to prosper in school is needed. Age-span, cultural diversity, and legal issues all enter the equation for matching programs to individuals and must be understood. Competency in working with children with disabilities in special education settings and in regular education settings which requires the collaboration between regular and special educators will be enhanced by having a broad knowledge base in the area of disability.

Required Texts:

Baglieri, S., & Shapiro, A. H. (2012). Disability Studies and the Inclusive Classroom. Routledge.

Other Required Readings will be available on Canvas

Course Guidelines

Communication: Please regularly check Blackboard and your MSU email for course announcements and updates. I can be reached by phone and by email—please allow 48 hours for a response, especially over the weekend Please feel free to discuss any questions or concerns—the earlier we can address an issue, the better! ☺

Submitting Assignments: Grades will not be curved, and no extra credit is available. Late assignments are accepted only (a) at the discretion of the instructor and (b) if an advance arrangement is made (i.e., do not attempt to contact the instructor the day an assignment is due to make a late submission arrangement). There will be no exceptions. If you are absent the day an assignment is due and you have not made a prior arrangement with me to hand in your assignment, you will be given zero for that assignment.

Written Work: Please include a page of works cited. All written work should be double-spaced, in 12-point, professional font (Arial), with numbered pages. Formal cover sheets are not necessary. The “first-person” writer’s voice is preferred (e.g., I believe that...; I disagree with the authors because...) when needed to complete assignment that requires first person point of view.

Technology: Students are expected to use appropriate language when utilizing technology resources. Appropriate language reflects the academic and institutional values of the university. Users will not send harassing, inappropriate, intimidating and /or threatening messages (or messages that might be interpreted as such) through electronic mail, voice mail, discussion boards, or other means. Laptops will be allowed when working on group assignments. Any other time permission from professor must be granted. Cell phone must be on vibrate and out of sight. Please do not text or browse unrelated websites during class.

Support for Learning: Please contact me as early as possible to discuss your needs either in regard to accommodations that are coordinated by the university—as per disability-related services—and/or any other ways that I may support your learning (including, but not limited to, students who identify as having disabilities). The Disability Resource Center for MSU students is located in the Webster Hall, Room 100. Phone: 973-655-5431

Academic Integrity: All work completed in this course must be the result of your individual, independent effort (unless otherwise noted as a group assignment).

to gain support in developing ideas for writing and/or helping you to proofread or edit. However, such relationships should be supportive, not foundational. Plagiarism is the deliberate or unintentional use of someone else's language or ideas without crediting her or him. When using other authors' language in your own writing, you must use quotation marks to indicate an exact quote, and cite both the author and source. Failure to use quotation marks to indicate direct quotes OR omission of author/source information (i.e., citation) for others' ideas is plagiarism. Plagiarizing and cheating are serious breaches of academic integrity and can result in a grade of "F" for the assignment. Plagiarism violates the University Code of Conduct at Montclair State University. Descriptions of what constitutes plagiarism can be found at:

<http://www.montclair.edu/deanstudents/regulations1.html>. Consequences of plagiarism are strict and immediately enforced, and may result in dismissal from the university and course failure. If you are unsure if something you have written constitutes plagiarism, please check with me or consult How to Avoid Plagiarism: <http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

Diversity: Montclair State University is a vibrant community that is committed to providing a working and learning environment that is inclusive, free of discrimination, bullying, or harassment, and is welcoming to persons from all racial, ethnic, social and cultural backgrounds. The University community is enriched by the diversity of thought, background and experiences of its employees and students, and it is vital to our overall success, growth, and image that everyone is treated with dignity, acceptance, and mutual respect. To this end, behavior that violates the civil and statutory rights of any individual or group, or interferes with any individual or group's ability to benefit from, or contribute to, the employment, educational, and/or cultural opportunities provided by the University constitutes a violation of University policy and will not be tolerated.

Grading: Your final grade is calculated on a percentage system. Canvas will have your grades available for your convenience.

Assignment	Percentage	Due
1. Attendance & Participation	20	Ongoing
2. Perspectives Analysis Paper	15	2/11
3. Disability Resource Research	15	3/17
4. Universal Design Review & Analysis	30	4/14
5. Team Meeting Role play	20	5/5
Total	100	

Final Grade Scale: A=100-93; A-=92-90; B+=89-88; B=87-83; B-=82-80; C+=79-78; C=77-73; C-=72-70; D+= 69-68; D=63-67; D-=60-63; F= 59 and below

Assignments:

You will receive detailed information on the components and criteria of each assignment in class. A grading rubric will also be provided in advance of the assignment.

1. Attendance & Participation

The nature of this course requires that students attend class regularly and participate actively. Two absences will be deemed excessive and will result in points deducted from the final grade. Excessive lateness and a lack of meaningful participation in workshop activities will affect the final grade. Three absences could result in a failing grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence.

Much of our time together will be comprised of small group and whole group discussion around the reading assigned for each class session. Evaluation is based on record of attendance, completion of homework and reading, and the quality of participation in activities.

2. Perspectives Analysis Paper

Write a 4-page analysis of the perspective(s) of disability reflected in a pop culture depiction. Please be sure to analyze in terms of the perspectives and orientations presented in course readings (Chapters 1-3, Disability Studies and the Inclusive Classroom).

3. Disability Resource Research Paper

Identify a disability and research various resources offered for these students and their families. Gather information about the disability (definitions, characteristics, incident, behaviors, etc) and resources/programs available. Create a handout providing an overview of the disability and the various resources available both in the schools and community. Handouts will be given to class.

4. Universal Design Review and Analysis:

Select an educational space, place and materials for that place. Describe your focus and how learners and teachers interact with it. Analyze how diversity is attended to that original space. Propose a revised or re-imagined place with materials that uses principles of Universal Design for Learning (UDL) to maximize access and engagement for learners with diverse skills and experience. Create a model and rationale for the new space/place and materials. Put it into a PowerPoint to share with class. Peer reviews will be used and group paper will be handed in to go along with PowerPoint. Individual Reflection will accompany group paper. Presentation to class will be made by group.

5. Team Meeting Roleplay (MSU assignment)

Groups of 4 will develop and perform a scenario in which a trans-disciplinary, school-based team will encounter and resolve a conflict regarding special education. Group members will collaborate to choose roles to depict, write a script, and perform the scenario. Individuals will each write a synopsis and impression of the scenario, taking on the particular perspective of the team member s/he depicted. Individual and group aspects should demonstrate and cite examples, laws and guidelines from course readings.

