



Comprehensive Syllabus (7/20/13)
Fall 2013 (9/23/13 – 12/20/13)
SPED 7030C

SE1: Federal and State Laws, Educational Terminology and the Role of Other Agencies Pertaining to the Education of Students with IEPs (3 credits)

Instructors:

Anne M. Howard, Ph.D.

Legal Module with visiting instructor Margaret Reed, Ed.D.

Agency/Family Module with visiting instructors Sara Miranda, MSW and Julie Sinclair, MEd

Telephone Office Hours:

A minimum of three telephone office hours per Module (outside the typical school day) will be available for the primary instructor throughout the course (978-665-3309, Mon 2-4 pm, Thurs 3:30-4:30 pm). *In addition*, during periods when the Legal or Agency/Family modules are being taught, relevant visiting faculty will be available for telephone conversations as arranged through email.

E-mail:

Faculty responses to emails will be provided *within* 48 hours except during school vacations or long weekends.

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Julie Sinclair sinclair@fcsn.org

COURSE DESCRIPTION:

This course offers an introduction to the field of special education and will provide participants with practical information and skills grounded in key historical and theoretical knowledge. Participants will engage in a variety of on-line and face-to-face learning experiences including but not limited to asynchronous discussions, text and current article reading, presentations, co-operative learning, as well as ongoing self-assessment and reflection. In addition to pre and post assessments, participant mastery of learning objectives will be assessed through formative measures (e.g., Discussion Forum grading rubrics, peer responses, quizzes) and summative measures (e.g., assignment grading rubrics, final exam). Each learning experience are designed for the adult learner and build on participant experiences teaching students with moderate disabilities.

The course is designed using modules of expert information embedded in a spiraling curriculum that allows participants to learn about educational terminology and key aspects of special education (e.g., due process, least restrictive environment, inclusion), and then apply this core information later in the course as they learn about specific disabilities and addressing individual student needs. In addition to learning about the characteristics of the thirteen disability categories of IDEA, participants will examine IEP components, service delivery models, related services, and the need for coordination with other agencies to best serve students with various disabilities.

PLEASE NOTE:

- *If you already hold a Massachusetts INITIAL teaching license in any area, you cannot be issued a PRELIMINARY license in special education (or any other area). To receive an INITIAL license in special education, you need to complete a practicum as well as demonstrate knowledge in the seven special education competency areas included in SE1 and SE2.*
- *If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

TEXTS:

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary. (2000-2011). *Curriculum frameworks*. Malden, MA: Author. [provided as needed]

Turnbull, A., Turnbull, R., Wehmeyer, M.L. & Shogren, K. (2013). *Exceptional lives: Special education in today's schools*. (7th ed.). Upper Saddle River, New Jersey: Merrill.

ADDITIONAL REQUIRED READINGS: Additional readings and web resources have been selected to enhance participant understanding of key concepts and are outlined on following pages as part of course schedule. These will be available on-line through specified websites and through the Fitchburg State Library.

Fitchburg State University Teacher Education Conceptual Framework



This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of [CEC 1, 2, 3, 4, 8, 9] :

- ways in which our own experiences with diversity and disability shape our perspectives and behavior;
- the developmental levels, social, emotional and academic needs of individuals with disabilities;
- definitions and characteristics of various disabilities;
- historical changes and events that have led to current federal and state laws pertaining to individuals with disabilities;
- key provisions of special education law and regulations (e.g., IDEA, Section 504 of the Rehabilitation Act, NCLB, Chapter 766);
- key issues related to assessment, labeling, identification, pre-referral and the referral process for students with disabilities;
- parental rights in the special education process and due process;
- identification and placement options;
- the important roles played by various state and local agencies serving students with disabilities and their families, and
- the roles played by various personnel in the education of students with disabilities.

Skill: As a result of the learning experiences in the course, you will be able to [CEC 2, 3, 4, 5, 7, 8, 9, 10]:

- analyze key educational issues, models, theories, philosophies regarding individuals with disabilities;
- accommodate the educational and social needs of individuals with disabilities;
- describe the relationship between “regular or general education” and “special education”;
- examine historical foundations, theories, philosophies and studies that have led to current practices in special education;
- identify community resources, organizations, publications, journals related to the education and lives of students with disabilities;
- describe the IEP process and the laws/regulations governing it;
- work collaboratively with other members of the special education team to develop, implement and monitor progress of IEP goals and objectives;
- describe the continuum of placement options for students with disabilities; and demonstrate an understanding of the concepts of least restrictive environment (LRE), free and appropriate education (FAPE), and due process; and
- incorporate self-evaluation and reflection into daily teaching practices.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to [CEC 5, 7, 10]:

- demonstrate empathetic, adaptable, open-minded behavior that reflects your concern for the welfare of individuals with disabilities;
- accept and reflect individual differences;
- consider and respect various viewpoints and perspectives regarding optimal educational strategies and placements for students with disabilities;
- respect and appreciate the unique experiences of individuals with disabilities and their families; and
- consistently acknowledge and respect the contributions of families and students on the educational team.

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to [CEC 9]:

- maintain confidentiality and professionalism while modeling high standards and ethical behavior towards individuals with disabilities;
- describe ethical practice in the design of Individual Educational Programs (IEPs) for students with disabilities; and
- consistently consider the feasibility of integrating self-management and independence enhancing strategies into educational practices for students with disabilities.

Reflective Leader: As a result of this learning experience, you will become a more reflective leader by:

- examining and reflecting on your past experiences with disability and identifying current beliefs and attitudes;
- reflecting on how your experiences in this class affect your previously held beliefs and attitudes concerning disability and special education;
- analyzing and reflecting on course readings and assignments and determining how these experiences may influence your growth into a reflective leader who designs and implements effective learning experiences for all children.

INSTRUCTIONAL STRATEGIES:

<input checked="" type="checkbox"/>	Lecture/Presentation	<input type="checkbox"/>	Data Collection and Analysis
<input checked="" type="checkbox"/>	Discussion/Questioning	<input type="checkbox"/>	Pre-Practicum
<input type="checkbox"/>	Laboratory	<input checked="" type="checkbox"/>	Role Playing/Simulation
<input checked="" type="checkbox"/>	Problem Finding/Solving	<input checked="" type="checkbox"/>	Independent Learning
<input checked="" type="checkbox"/>	Discovery	<input type="checkbox"/>	Field Trip
<input checked="" type="checkbox"/>	Interviewing	<input checked="" type="checkbox"/>	Computer Application
<input checked="" type="checkbox"/>	Collaborative Learning Groups	<input checked="" type="checkbox"/>	Viewing or Listening Followed by Discussion
<input checked="" type="checkbox"/>	Reflective Response		
<input type="checkbox"/>	Creating Visual Illustrations of Concepts	<input checked="" type="checkbox"/>	Other – To include: <i>on-line discussion, video clips, content rich website reviews, and participant presentations applied activities</i>

COURSE REQUIREMENTS:

General Expectations

- *Class Preparation & Participation* - You are a valued member of this class, and the learning experience of all class members is influenced by your level of *preparation* and *class participation*. In addition to general participation on-line throughout the semester, you will be expected to build on your readings and experiences in your original Discussion Forum postings, and in your responses to other participants. You will also be expected to come prepared for the one face-to-face class session and to participate actively in a variety of active learning experiences (e.g., role playing, case study analysis).
- *Professional Behavior* - You are expected to behave in a respectful and professional manner. This includes both respectful on-line behavior and in-class behavior (e.g., listening quietly to the individual speaking; not engaging in non related activities during class, having all cell phones and PDAs out of sight, and providing responses and feedback as requested).
- *Self-Reflection* - For most assignments you will receive a **grading rubric** which outlines my expectations for the assignment. You should use this sheet to engage in self-evaluation and

reflection on both the *process* of doing the assignment and the final *product* being submitted. You will receive a completed grading rubric for each assignment submitted.

- *Timely Submission of Assignments:* All participants are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **You are expected to submit all assignments on the dates listed on the syllabus/schedule.** The only exceptions to this policy occur when: (1) a revised due date has been given to the entire class, OR (2) you request IN ADVANCE, and have received approval for a change in the due date. When an assignment is submitted late, and you have not received approval for a late submission, your grade for the assignment will be reduced by one point (out of 4) for each week it is late. Grades for assignments submitted within one week of the due date will be reduced proportionately.
- **To receive a passing grade for this course, all assignments must be submitted.**

Assignments:

(1 & 8) Self Exploration and Reflection - At the start of the course, you will prepare an initial assignment to facilitate your exploration of your experiences and feelings about disability in American culture and in your own life. At the end of the semester, you will revisit your initial self-exploration and reflection and consider ways in which your experiences during the semester may have affected your perceptions and feelings about students with disabilities and their families. Details and grading rubrics to be provided.

(2) Overall On-line Participation and Discussion Forum postings (15%) - You are expected to check the MOODLE site *very frequently!*

There are 15 modules in this course and each module is worth 10/150 points for preparation and participation. Each Module will include be *at least* one Discussion Forum item.

In most cases, when you are required to post an item on MOODLE Discussion Board, you will also be asked to respond to the postings of a few other students.

Your grade for this portion of the course will be based on the items listed below for evaluating your FORUM postings will be on MOODLE Course Documents:

- *completion of all readings and other assignments as posted on Moodle*
- *number of initial postings – Do you wait to see what your colleagues have to say before making your own posting?*
- *timeliness* of postings and responses
- *content* of responses *Do you introduce a new point or idea into the discussion, or simply praise the content of the original posting?* Simply responding with an affirmation – *I totally agree. Great idea.* – does not count as a response.
- *relevance* of content posting to course objectives and materials. While you are encouraged to draw on your experiences, ***you are also make reference to the text, on-line reading assignments, and video clips.***

(3) Class attendance, preparation for and participation in face-to-face session (10%) – With only one face-to-face session, it is critically important that you prepare for the session, attend the session with all necessary materials, and participate actively. If you are unable to attend the face-to-face session, your maximum grade will be a 3.5.

(4) **On-line quiz (5%)**- There is a great deal of information to cover in this course and one way to ensure that you keep up with the reading and focus on key content, there will be one short on-line quiz. This will focus primarily on definitions, terminology, and disability specific content. You will be provided with a study guide.

(5) **Family Interview and Resource Assignment (20% points)**- Every student you encounter has a rich and diverse family background. This assignment gives you the opportunity to talk with a family member of a child with a disability, and to consider the types of formal and informal supports from which the family might benefit. This is an opportunity to explore various local and state agencies that provide services and supports to students with disabilities and/or their families. Ideally, you will focus on a family with background or composition that is different from your own. You will conduct an interview and based on the needs and characteristics of the child and the family, you will explore resources available and prepare a resource guide. The final outcome of this assignment will include both a written product and Discussion Forum posting. Assignment details and grading rubric will be provided.

(6) **PowerPoint and Handout on Disability Area (15%)** – There is a tremendous amount of information available about each of the 13 disability categories addressed in this course. Frequently, however, special education teachers are called upon to provide a concise summary of key facts about a particular disability and information on best practices in teaching students with this diagnosis. This project requires that each participant examine a particular disability area (or aspect of a disability or intervention), filter print and digital information available, and design a short PowerPoint and handout that would be appropriate for use during a faculty meeting or other adult learning session. Projects will be posted on Moodle, and other course participants will have the opportunity to view and comment on the projects. Assignment details and grading rubric will be provided.

(7) **IEP Assignment (as follow-up to face-to-face session) (10%)**– During the face-to-face session, participants will examine a series of case studies, engage in IEP meeting role plays, and consider the ways in which IEPs are *individualized* documents that must reflect the unique needs and characteristics of the target student. At the completion of the face-to-face session, you will receive several partially completed IEPs focusing on disability areas most commonly encountered by teachers of students with moderate disabilities (e.g., LD, communication impairments, mild intellectual impairments) and will use course materials to *draft* key IEP sections (e.g., PLEP-A, goals and objectives) and describe the anticipated contributions of other team members (e.g., speech and language pathologists, general education teachers). Grading rubric will be provided.

(9) **Final Exam (10%)** – The final exam will require that you move beyond factual recall to apply key concepts to a series of case studies and brief scenarios.

Grading Procedure – based on 1000 points

1) INITIAL Self Exploration and Reflection	5%
2) Overall Participation and Discussion Forum postings	15%
3) Preparation for and participation in face to face class	10%
4) On-line quiz	5%
5) Family Interview and Resource Guide Assignment	20%
6) PowerPoint and handout on disability area	15%
7) IEP Assignment (as follow-up to face-to-face session)	10%
8) FINAL self-exploration, reflection, and action-planning	10%
9) Final Exam	10%
TOTAL	100%

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95 – 100	A
3.7	92 – 94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 - 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

Grades that fall between intervals will be rounded to the higher number.

FITCHBURG STATE UNIVERSITY ON-LINE

Fitchburg State University encourages all students to take advantage of our online student services. We have created a virtual student center just for you. Here you will find access to Counseling Services, Career Services, Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the college homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, library instruction, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or dlibrary@fitchburgstate.edu. There is also a special section for Distributed Learning Library Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/library> and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information. If you do not know your Falcon Key username and password or if you have any problems logging in, contact Fitchburg State's Information Technology Help Desk at 978-665-4500. The Library can issue you a temporary guest Falcon Key to use while the Information Technology Department is setting up your account: contact us at 978-665-3062 or dlibrary@fitchburgstate.edu.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (<http://www.fitchburgstate.edu/onecard/photoless/index.cfm>) or present a course registration confirmation

at One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day, evening and extended campus divisions. The office can be reached at 978/665-3427 or 978/665-3575 TTY or contact Julie Maki, Coordinator of Disability Services at jmaki@fitchburgstate.edu . If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please communicate these needs to the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed as soon as possible.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed) and to make full use of Moodle.

Mobile Telephones /PDAs

Please turn-off cellular telephones during class time. For emergency messages please set the telephone or PDA to vibrate. Thank you in advance for your consideration of your colleagues.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy <http://www.fitchburgstate.edu/catalog/catalog.pdf>.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials.

SELECTED WEB RESOURCES:

<http://iris.peabody.vanderbilt.edu> **IRIS Center:** Visit the IRIS Center for Training Enhancements for free online interactive resources that translate research about the education of students with disabilities into practice. Their materials cover a wide variety of evidence-based topics, including behavior, RTI, learning strategies, and progress monitoring.

www.fape.org - The **Families and Advocates Partnership for Education (FAPE)** project is a partnership that aims to improve the educational outcomes for children with disabilities. It links families, advocates, and self-advocates to information about the **Individuals with Disabilities Education Act (IDEA)**.

www.fastfamilysupport.org - PACER's National FAST (Family Advocacy and Support Training) Project provides family support leadership training to families of children with disabilities in fifty states and territories.

www.cec.sped.org The Council for Exceptional Children (CEC):

An international organization that is dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

www.chadd.org Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD) A

national non-profit organization working to improve the lives of affected people through education, advocacy and support.

www.dredf.org Disability Rights, Education and Defense Fund (DREDF): A national law and policy center dedicated to protecting and advancing the civil rights of people with disabilities.**www.ericec.org Educational Resources Information Center (ERIC):**

ERIC EC (Gifted Education) gathers and disseminates the professional literature, information, and resources on the education and development of individuals of all ages who have disabilities and/or who are gifted.

www.fcsn.org Federation for Children with Special Needs (FCSN): The Federation offers workshops and training, advocacy and resources to parents of children with special needs and the professionals who serve them.**www.ncl.org The National Center for Learning Disabilities (NCLD)** NCLD provides essential information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning, and advocates for policies to protect and strengthen educational rights and opportunities.**www.npin.org National Parent Information Network (NPIN):**

Provides access to research-based information about the process of parenting, and about family involvement in education.

www2.ed.gov/about/offices/list/osers/index.html?src=mr Office of Special Education and

Rehabilitative Services (OSERS): Administering programs and projects relating to free appropriate public education of all children, youth and adults with disabilities, from birth through age 21.

www.pacer.org PACER Center: A nonprofit organization that provide workshops, individual assistance and disseminates materials to help parents become informed and effective representatives for their children with disabilities in early childhood, school-age and vocational settings. Excellent site for publications on support services.**www.pbis.org The Technical Assistance Center on Positive Behavioral Interventions and Supports**

has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

www.nichcy.org National Dissemination Center for Children with Disabilities:

A national information and referral service that provides information on disabilities and disability-related issues for families, educators, and other professionals with a special focus on children and youth (birth to age 22).

SELECTED READINGS AND RESOURCES:

- Bateman, D. F. (2010). Due Process Hearing Case Study. *Teaching Exceptional Children*, 42(4), 80-82. Retrieved from EBSCOhost.
- Darling-Hammond, L., French, J., & Garcia-Lopez, S .P. (2002). *Learning to teach for social justice*. New York: Teachers College Press.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Hawkins, J. (2006). Accessing multicultural issues through critical thinking, critical inquiry, and the student research process. *Urban Education*, 41(2), 169-191.
- Hehir, T. (2005). *New directions in special education: Eliminating ableism in policy and practice*. Cambridge, MA: Harvard Education Press.
- National Center for Education Statistics (2008a). NCES fast facts: Enrollment trends. Retrieved May 30, 2008 from the World Wide Web: <http://nces.ed.gov/fastfacts/display.asp?id=65>

- National Center for Education Statistics (2008b). NCES fast facts: Trends in the teaching profession. Retrieved June 7, 2008 from the World Wide Web: <http://nces.ed.gov/fastfacts/display.asp?id=28>
- National Center for Education Statistics. (2008c). Selected findings: Public elementary and secondary schools and students, school year 2004-2005. Retrieved June 1, 2008 from the World Wide Web: <http://nces.ed.gov/pubs2007/overview04/01.asp>
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2007). *Teaching strategies: A guide to effective instruction*. Boston: Houghton Mifflin Company.
- Prothero, N. (2006). Cultural diversity and the school-family connection. *Principal*, 85(4), 52-55.
- Research and Training Center on Independent Living. (1987). *Guidelines for report writing about people with disabilities (2nd ed.)*. Lawrence: University of Kansas.
- Reynolds, M. (1989). An historical perspective: The delivery of special education to mildly disabled and at-risk students. *Remedial and Special Education*, 10(6), 7-11.
- Roach, V. (1995). Supporting inclusion: Beyond the rhetoric. *Phi Delta Kappan*, 77, 259-299.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tochterman, S., Cooner, D., & Lehmann, J. P. (2005). Stages of preservice development for teachers of students with emotional disabilities. *The Teacher Educator*, 41(2), 75-94.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Trumbull, E., Rothstein-Fisch, C., Greenfield, P. M., & Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. London: Lawrence Erlbaum Associates, Publishers.
- Voltz, D. L. (2001). Preparing general education teachers for inclusive settings: The role of special education teachers in the professional development school context. *Learning Disability Quarterly*, 24(4), 288-296.
- Zirkel, P. A. (2010). The Legal meaning of Specific Learning Disability for special education eligibility. *Teaching Exceptional Children*, 42(5), 62-67. Retrieved from EBSCOhost.

Semester Schedule DRAFT July 2013 – This is the overall plan for the course. The face-to-face meeting is set for Saturday, October 23rd. Changes in the topical outline and reading assignments are likely to be made and will be posted at the beginning of the course. Please note the following:

- When you go into MOODLE, you will find a [Water cooler / Coffe Shop / What's on your mind? Forum](#) where you can post questions or concerns for general response.
- For most modules you will find a READ FIRST set of guidelines for the topic – please make sure you read this.
- Unless otherwise stated, assignments are due by MIDNIGHT on Sunday unless untherwise specified.

M O O D L E		TOPICS	TEXT READINGS listed here / Websites, Videos and other resources listed on MOODLE	ASSIGNMENTS
Module One – 9/23		<ul style="list-style-type: none"> • Overview of course • Introduction to Special Education • Introduce yourselves 	<ul style="list-style-type: none"> • Take pre-test • Read syllabus carefully • READ Chapter 1 in Turnbull, Turnbull, & Wehmeyer (TT&W) <i>Overview of Today's Special Education</i> and associated PowerPoint • READ Chapter 2 in TT&W <i>Ensuring Progress in the General Education Curriculum Through Universal Design for Learning and Inclusion</i> and associated PowerPoint 	<ul style="list-style-type: none"> - Find the Discussion Forum item <i>Introduce yourself</i> - Discussion Forum on Chapters 1 and 2 - INITIAL Self-exploration and reflection due 9/29
Module 2 – 9/30 Margaret Reed	Legal Module	<ul style="list-style-type: none"> • Definition of special education terms and concepts (e.g., FAPE, LRE, inclusion, transition) • Historical and legal background of special education • Implementation & Compliance (State & Federal) 	<ul style="list-style-type: none"> • NO READINGS FROM TEXT – ALL READINGS are posted on MOODLE! 	<ul style="list-style-type: none"> Download CPR and mid-cycle reports and ESE reports; Create compliance list. Discussion Forum
Module 3 – 10/7 Margaret Reed		<ul style="list-style-type: none"> • Introduction to <i>eligibility determination, due process, and models of service delivery & the IEP as a program</i> • Program sequences: 	<ul style="list-style-type: none"> • NO READINGS FROM TEXT – ALL READINGS are posted on MOODLE! 	<ul style="list-style-type: none"> Discussion Forum
MODULE 4 – 10/14		<ul style="list-style-type: none"> • Begin focus on High Incidence disabilities - Learning disabilities 	<ul style="list-style-type: none"> • Chapter 5 in Turnbull, Turnbull, & Wehmeyer (TT&W) <i>Understanding Students with Learning Disabilities</i> and associated PowerPoint • Zirkel, P. A. (2010). The legal meaning of Specific Learning Disability for special education eligibility. <i>Teaching Exceptional Children</i>, 42(5), 62-67. Retrieved from EBSCOhost. 	<ul style="list-style-type: none"> - Discussion Forum - Topic for disability focused PowerPoint and handout due 10/20

M O O D L E		TOPICS	TEXT READINGS listed here / Websites, Videos and other resources listed on MOODLE	ASSIGNMENTS
	SATURDAY 10/26/13	Saturday Class, 10/26/13, 9 am – 4 pm Center for Professional Studies, Fitchburg State University 150B Main Street Fitchburg, MA		
		<ul style="list-style-type: none"> • Introductions and Overview • Activity to review basic legal concepts and terminology • IEP Development • Providing common context and sharing unique perspectives 	<ul style="list-style-type: none"> • Make sure to bring TT&W text to class • Bring any hard copies of materials you have made • On-line access will be available if you bring laptop, but having a laptop is not necessary <p>Overview of ASSIGNMENTS</p> <ul style="list-style-type: none"> • <i>Family Interview and Resource Guide Project</i> • <i>IEP Assignment</i> 	
MODULE 5 – 10/21		<ul style="list-style-type: none"> • Students with Communication Disorders • Students with Hearing Impairments 	<ul style="list-style-type: none"> • Chapter 6 in TT&W <i>Understanding Students with Communication Disorders</i> and associated PowerPoint • Chapter 14 in TT&W <i>Understanding Students with Hearing Loss</i> and associated PowerPoint 	-- Discussion Forums IEP Assignment
MODULE 6 – 10/28		<ul style="list-style-type: none"> • Students with Emotional or Behavioral Disorders 	<ul style="list-style-type: none"> • Chapter 7 in TT&W <i>Understanding Students with Emotional or Behavioral Disorders</i> and associated PowerPoint 	Discussion Forum
MODULE 7 11/4		<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder • Health Impairments 	<ul style="list-style-type: none"> • Chapter 8 in TT&W <i>Understanding Students with Attention-Deficit Hyperactivity Disorder</i> • Reading from <i>When Joey swallowed the key</i> by Jack Gantos • Chapter 12 in TT&W <i>Understanding Students with Physical Disabilities and Other Health Impairments</i> 	Discussion Forum Disability Project due FRIDAY
Module 8 – 11/11		<ul style="list-style-type: none"> • Disability Specific Focus – going beyond the basics to application 	<ul style="list-style-type: none"> • Watch and comment on all PowerPoints and handouts posted by colleagues 	Discussion Forum

M F C D O M		TOPICS	TEXT READINGS listed here / Websites, Videos and other resources listed on MOODLE	ASSIGNMENTS
Module 9 – 11/18 Sara Miranda		<ul style="list-style-type: none"> • Overview of family diversity and functions • Formal and informal support needs 	<ul style="list-style-type: none"> • Chapter 4 in TT&W <i>Today's Families and Their Partnerships with Professionals</i> • <i>OTHER READINGS POSTED ON MOODLE</i> 	Discussion Forum
Module 10 – 11/25 Julie Sinclair		<ul style="list-style-type: none"> • Introduction to local and state agencies • Transition from school to adult life 	<ul style="list-style-type: none"> • Chapter 3 in TT&W <i>Issues and Responses in Today's Culturally Diverse Schools</i> • <i>OTHER READINGS POSTED ON MOODLE</i> 	Discussion Forum
Module 11 – 12/2		<ul style="list-style-type: none"> • Intellectual Impairments and Developmental Delay • Head Injury 	<ul style="list-style-type: none"> • Chapter 9 in TT&W <i>Understanding Students with Intellectual Disability</i> and associated PowerPoint • Chapter 13 in TT&W <i>Understanding Students with Traumatic Brain Injury</i> and associated PowerPoint 	Discussion Forum
MODULE 12 – 12/9		<ul style="list-style-type: none"> • Autism Spectrum Disorders • Vision Impairments 	<ul style="list-style-type: none"> • Chapter 11 in TT&W <i>Understanding Students with Autism</i> • Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A, and Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. <i>Teaching Exceptional Children, 43(6)</i>, 28-35. • Chapter 14 in TT&W <i>Understanding Students with Visual Impairments</i> and associated PowerPoint 	Discussion Forum Family Interview and Resource Guide
Module 13 – 12/16		<ul style="list-style-type: none"> • Wrap-up and pulling things together 		<ul style="list-style-type: none"> • Discussion Forum • FINAL Self-exploration and reflection - FINAL EXAM