FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

COURSE:  EDUC 6743: Introduction to Students with Disabilities in School and Community

Professor:

E-mail:

Office Phone:

Office:

OFFICE Hours:

COURSE DESCRIPTION:
Introduction to the student with disabilities. Overview of normal growth and development as a basis to identify developmental delays and learning differences. Characteristics of different disabilities and their effects on how children learn. Review of federal, state, and local regulations and their effects on local policies, procedures and placement. Transition planning, resources and assistive technology to enhance the performance of students with disabilities.

A. NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST) Standards

Standard 1: Subject Matter Knowledge
Standard 2: Human Growth and Development
Standard 3: Diverse Learners
Standard 4: Instructional Planning and Strategies
Standard 5: Assessment
Standard 6: Learning Environment
Standard 7: Special Needs
Standard 8: Communication
Standard 9: Collaboration and Partnerships
Standard 10: Professional Development

Standards available at:  http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard Eleven: Professional Responsibility Available at:
http://www.state.nj.us/education/profdev/profstand/revisions.pdf

8/1/12
B. Council for Exceptional Children (CEC) Standards:
Standards are available at: www.cec.sped.org/ps/perf_based_stds/standards.html

Standard 1  Foundations
Standard 2  Development and Characteristics of Learning
Standard 3  Individual Learning Differences
Standard 4  Instructional Strategies
Standard 5  Learning Environments and Social Interactions
Standard 6  Language
Standard 7  Instructional Planning
Standard 9  Professional and Ethical Practice

C. New Jersey Core Curriculum Content Standards (NJCCCS)
Standards are available at:
https://www13.state.nj.us/NJCCCS/Worldclassstandards.aspx

Standard 3  Language Arts Literacy
Standard 4  Mathematics
Standard 8  Technology
Standard 9  21st Century Life and Careers

D. COMMON CORE STATE STANDARDS
All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at:
http://www.corestandards.org/

Essential Questions:

1. What is the effect of a disability on a student’s ability to learn and participate in general education classes?
2. How has the evolution of the definition of learning disabilities affected schools, teachers, parents and students?
3. What is the impact on a family of raising a child with a disability?
4. What legislation governs the education of students with disabilities?
**Course Outcomes Derived from Essential Questions:**

Upon completion of this course students will:

- Identify the federal and state laws, regulations and policies which regulate Special Education Services.
- Explain the philosophical shift which resulted in the current emphasis on the general education classroom as a placement for students with learning disabilities.
- Identify characteristics of the learner experiencing academic, social or other difficulties in the general education classroom.
- Identify resources to assist in addressing the needs of students experiencing difficulty in the classroom.
- Describe pre-referral & referral process for special education services.
- Describe the role of parents in the evaluation and IEP process.
- Identify the issues facing a family raising a child with learning disabilities.
- Describe the manifestations and the implications for the classroom teacher of a variety of disabilities.
- Describe the use/benefits of technology for individuals with disabilities.
- Identify transition planning and career development for individuals with disabilities.
- Identify knowledge of use of universal precautions.
- Use strategies including augmentative and assistive communication strategies.

**REQUIRED TEXT:**
Wadsworth Cenage Learning

**REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS**

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) component of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail Account, your username and password for WebCampus are identical to your Webmail username and password (e.g. Einstein@student.fdu.edu). Please note: there will be a delay of up to 36 hours after creating a Webmail account before you can access Webcampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e., capitalization counts).

If you do not have a Webmail account, you must first create your webmail account at alpha.fdu.edu/edtech and click on student resources for specific information. Click on
“Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for WebCampus users.

**To access Blackboard:**

**WEBSITE:**  [http://webcampus.fdu.edu](http://webcampus.fdu.edu)

Click on Login on the top left of the screen.

At this point you will be asked for a user name and password.

Once you log in, scroll down to the box called My Courses. Click on EDUC 6743.

From then on, you will be able to access the various components of the course.

Each student is required to obtain a webmail account in order to access Blackboard, which is a computer platform where course material will be posted.

### Course Outline

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<td>Principles of Universal Design for Learning and Differentiated Instruction</td>
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<td>CC2K2, LD8K1, CC6S1, CC10K2, CC857, CC8510, NJCCC: 1, 2, 8, 9, NJPST: 7.1, 7.2, 7.3</td>
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| Week 9 | • Transition Planning & Career Development for Individuals with Disabilities (continued)  
• Medical issues and disabilities | Chapter 9  
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CC8K5  
NJCCC: 1, 2, 8, 9  
NJPST: 7.1, 7.2, 7.3  
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NJCCC: 1 |
| Week 10 | • Characteristics of Students with Behavioral Challenges  
• Positive Behavior Supports | Chapter 6  
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| Week 11 | • Functional Behavior Assessment  
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| Week 12 | • Young Students with Disabilities (Birth to Preschool – Age 3) | Chapter 8  
Additional Reference Material will be posted on Blackboard  
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| Week 13 | Low incidence disabilities | Chapter 8  
Additional Reference Material will be posted on Blackboard | CC1K1, CC1S1, CC8S6  
CC1K6, CC8K2  
LD1K1, LD1K3, LD1K4, LD1K5, LD1K2, LD9K2  
1.5, 1.6, 10.1, 10.2, 10.3 |
Assignments/Performance Tasks

NOTE: ASSIGNMENT RUBRICS WILL BE POSTED ON BLACKBOARD AND REVIEWED IN CLASS.

I. Inclusion Research Paper: 25 points

Prepare a research paper that focuses on: (a) the history of inclusion; (b) the benefits of inclusion to students with disabilities; (b) the benefits of inclusion to non-disabled students; and (c) three supports that are used to provide access to the general education curriculum in the general education class. Cite at least five textbook, journal articles, or websites in your paper.

II. Intervention Strategies Project: 25 points

Identify three examples of technology (educational technology/assistive technology) that can be used to meet the instructional needs of your case study student. Describe how the technology can be incorporated into a lesson. (Technology Integration Rubric)

III. Resources Project: Transition Planning for Students with Disabilities:

15 points

Based on a case study, detail the transition planning steps for a student with disabilities, including the assessment of postsecondary needs, postsecondary goals, instructional learning activities, and resources/linkages to support the student’s transition to his/her postsecondary setting.

IV. Caring Reflection: 10 points

Prepare a narrative that discusses how the Transition Planning Assignment contributed to your growth as a caring and sensitive professional. (Caring Rubric)

V. Final Exam 25 points Short Answer and/or brief essay.
Grading and evaluation policies:

Grades: 95 and above = A; 90-94 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-;
77-79 = C+; 73-76 = C; Below 73 = F

Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by a university employee.

Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

Degree Requirements and Academic Probation:
The MA in Learning Disabilities Program requires a minimum 3.25 GPA for retention in the program and for graduation.

Students whose GPA falls below a 3.25 will be placed on probation for one semester. If the GPA does not reach a 3.25, the student will be asked to withdraw from the program.

A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

Recommended additional/supplemental readings

May be provided during the semester

Recommended related websites


FDU, School of Education, and Instructor policies

A. Attendance
Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress.

B. FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. Additional information regarding the FDU Academic Integrity Policy can be found at: http://www.fdu.edu/academic/1012bulletin/005-049.pdf
C. Graduate Programs – Grading and similar policies

Grades:

Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

Repeat Courses: The Learning Disabilities Program does not permit students to repeat courses.

Student Academic Services

a. The University attempts to meet the needs of all students with special needs. On the Metropolitan Campus, The Office of the Provost coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

b. If special accommodations are required, contact the Provost as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

Policy on course completion

c. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

d. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

Instructor-specific policies

Disclaimer:

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

References
