

EEX 3012: Introduction to Special Education On-line Course

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Office Hours:	By appointment (it is best to reach me via email)

Please be sure to use the *online.education.ufl.edu* website to access this course. e-learning through the College of Education is powered by *Moodle* not Sakai.



If you have any technical difficulties with this Moodle course, please go to the blue **FEEDBACK tab** on the course resource page and send a message to the technical support staff. They will assist you in solving any technical problems

Course Description:

This course is plan to work professionals with individuals who have a wide range of sensory, motor, intellectual, and speech and language disabilities. This course provides an introduction to the terminology, concepts, and issues that are important for an understanding of the needs of people with disabilities and the types of services that are available to them.

Text:

Smith, D. D & Tyler N.. (2010). *Introduction to Special Education: Making a Difference* (7th ed.). Boston, Allyn & Bacon.

Distance Delivery

Since this course is provided via distance education, students who enroll should be comfortable with using the internet and should recognize that almost all course activities will be handled electronically. Prior knowledge of Moodle platform is not necessary. There will be no class meetings and students are not required to attend any group or class sessions.

It is important to keep in mind that an online course requires that the students be self-disciplined as there is not a weekly, face-to-face meeting with an instructor who is reminding them of due dates. It is also important to remember that group discussions require participation by all members of the group. If one member does not participate well, the whole group can be affected.

Be sure to review this syllabus thoroughly. Much of the information typically announced in face-to-face classes is provided in the syllabus and within the course site to enable you to be successful with this course

Course Objectives:

1. By the conclusion of this course each student will know-
 - a. The characteristics of students who are typically served in special education programs,
 - b. The various models for providing an appropriate education for these students,
 - c. The various laws for serving these students,
 - d. The role of special and regular education teachers and other school professionals,
 - e. The various delivery models for students with low incidence disabilities in both academic functional areas and vocational areas,
2. By the conclusion of this course each student will have expanded his/her awareness of various special education programs and/or agencies that provide services for persons with disabilities.

Grading:

Grades for the course will be based upon the following:

1	Introduction	15 points
2	Discussions	70 points (10 points for each of 7 modules)
3	Media Notebook	60 points (10 points each for 6 entries)
4	Resource Tool Box	30 points (10 points each for 3 entries)
5	Exams (2 @ 50 points each)	100 points (50 points each for 2 exams)
Total:		275 points

A	255 - 275 points	C	200 - 218 points
A-	247 - 254 points	C-	192 - 199 points
B+	239 - 246 points	D+	184 - 191 points
B	228 - 238 points	D	173 - 183 points
B-	220 - 227 points	D-	165 - 172 points
C+	211 - 219 points	E	164 and below

Deadlines and Incompletes: It is strongly recommended that students submit materials well before deadlines rather than waiting until the last minute. Assignments submitted after the published due dates will receive no more than half credit. The grade of "I" (incomplete) is not available; the course grade is based upon the work completed during this semester.

Communication with the Instructor

All communications with the instructor should be handled via email, phone, or by appointment. When using e-mail, please be sure to type "EEX 3012" in the subject line.

Five Course Requirements

1. Posting an introduction (15 pts)

Each person is expected to submit an introduction by **Friday, August 23**. The purpose of the introduction is to help all students in the course get to know each other. Your academic experiences, where you live, your hobbies, information about your family, your favorite vacation experiences....all are welcome.

2. Participation in module discussions (70 points)

In order for me to be able to evaluate your discussions with greater precision, *I have organized the class into discussion groups*. The Moodle system will randomly assign you to a group with 4-6 other students. The purpose of these groups is to limit your discussions with the members of your group. Therefore, you will develop active conversations with your group members rather than with the entire class. You may want to communicate with the other members of your group to coordinate how to wish to address my discussion prompts. You will be able to read the responses to post from all students in the class but you will only be permitted to respond within your assigned group.



You are welcome to read the posts in other discussion groups but you will only be able to post your discussion points in your assigned group. You are assigned to a specific group randomly by the Moodle software. Each group is designated by a letter.

In summary, I will post some issues for the entire class to respond to for each module. When you respond, please respond within your discussion group as shown below. You will find the email addresses of your discussion group team members under *participants* on the course overview page on the left side of your screen should you wish to email a specific classmate.

A **minimum** of **three** substantial contributions is expected for each module by each student.. To earn full credit (70 points – 10 points for each of 7 modules), you must post three times in the respective modules and your posts must be substantive. Comments such as, “That’s a good idea,” or “I agree” are certainly welcomed and valuable, however, they are not considered substantive. Substantive discussion *points that provide an analysis of information, teaching us new information, open up a new direction for thinking about an issue, providing a real life example that relates to the content etc. are* required to meet the criterion of substantial. Also, it is helpful when responding to someone’s posting to briefly comment on that post; this helps with the ‘flow’ of the discussion. So instead of beginning with, “I agree and want to add that.....” it’s much better to say, “I agree with Karen’s post where she indicated that IEP forms can be abused. I think we should also consider that.....”

Although formal writing is expected for the other assignments, informal writing is acceptable for the discussions. However, please use proper grammar, punctuation, and complete sentences.

Materials for your review under each Module

- (1) A PowerPoint presentation and a PowerPoint handout
- (2) Additional materials to supplement the module chapters such as video links
- (3) Questions to guide your reading for each module
- (4) Discussion prompts where I will post issues for you to discuss within your discussion group and where you will find a place for your groups' discussions.
- (5) Reminder for assignments due

3.Exams (100 pts). Each exam will consist of multiple choice and short answer items. Two exams, worth 50 points each, will be given during the semester.

Exam 1 will cover chapters in modules A-D and be available on-line October 1 and 2

Exam 2 will cover modules E-G and will be available on-line December 7 and 8

Modules and their corresponding dates

Modules	Date	Text Chapters
Module A	August 24-September 1	Chapters 1, 2, 3 (issue on disabilities)
Module B	Sept 2-Sept 10	Chapter 8 (intellectual disabilities)
Module C	Sept 11 – Sept 20	Chapters 4, 5 (speech, language, learning disabilities) *note- There are no materials in Module C for chapter 4, however, I will upload supplemental articles for you to read and short videos for you to view
Module D	Sept 21 – Oct 2	Chapters 6 and 7 (attentional and behavioral disabilities)
Exam preparation time Oct 3 –Oct 6		
EXAM 1: OPEN ALL DAY OCT 7 through OCT 8		
Module E	Oct 9- Oct 18	Chapters 9 and 12 (health disabilities and autism spectrum disorders)
Module F	Oct 19-Nov 6	Chapters 10, 11, and 13 (sensory and low-incidence disabilities)
Homecoming /Veteran's Day – Nov 7-11		
Module G	Nov 12- 23	Chapter 14 (giftedness)
Exam preparation time & completion of projects Nov 24-Dec 6		
EXAM 2: OPEN ALL DAY DECEMBER 7 through DECEMBER 8		

4. Resource Tool Box (30 pts)

Each student will compile a **Resource Tool Box** on a disability/exceptionality of your choice.

Your tool box must include the following:

- Tool Box #1: 5 related Internet sites with a two-sentence description of each site. Include the web address. This is worth 10 points.
- Tool Box #2: 5 suggested resources for teachers (ex: journals, curriculum kits, books, etc.). These should be tangible resources you could use in your classroom to plan instruction or to assess student progress. Include bibliographic information necessary to locate the sources. Do not include web sites in this section. This is worth 10 points.
- Tool Box #3: 5 books related to the disability that are appropriate for elementary, middle, or secondary school age students. Also include a brief (2-3 sentences) description of the book and bibliographic information necessary to locate the book. This is worth 10 points.

You can create your documents in Word and upload them under toolbox uploads on the course agenda page. Tool box assignments must be uploaded by the dates below because for the forum for uploading will close at 11 pm on these dates. However, you are welcome to submit entries early.

Please see due dates below

Entries	Due Date
Tool Box # 1	September 13
Tool Box #2	October 18
Tool Box #3	November 15

5. Media Notebook (60 pts)

Each student will complete a **Media Notebook** with 5 entries illustrating how individuals with disabilities are portrayed in the popular media. Media can include current (a) movies, (b) newspaper and magazine articles, (c) television and radio programs, and (d) advertisements. Each of the five entries should represent a different type of media (i.e., TV ad, newspaper article, movie, TV show etc).

Print newspaper/magazine/advertisement: A link to the article or advertisement must be included. (If a link is not available, the article or advertisement must be scanned and submitted with the rest of the entry.) **Briefly** summarize the article (not more than half a page). Follow your summary with a reflection discussing the article and your thoughts about the way persons with disabilities were portrayed. Also react to the content of the article or advertisement. Each of these entries should be limited to one single spaced page (not including the copy of the article).

- Movie, radio, advertisement, or television program: Include the title or other identifying information, a summary (not more than half a page), and your reaction to the content. Include the date and time of the program. Discuss your thoughts about the way persons with disabilities were portrayed. Each of these entries should be 1 to 1.5 pages long.

- Include a final reflection to the experience of this project. What did you learn? How would you summarize how the media portray individuals with exceptionalities? This reflection should be 1 page single spaced.

The 5 media entries and the final reflection are worth 10 points each for a maximum of 60 points for the completed assignment. Each entry in the notebook will be submitted individually via links on the course site. Please see due dates for each entry and the final reflection are listed below.

Entries	Due Date		Entries	Due Date
Entry 1:	Sept 6		Entry 4:	Nov 12
Entry 2:	Oct 2		Entry 5:	Nov 24
Entry 3:	Oct 18		Overall Reflection	Dec 2

Links for submitting the Media Notebook entries will be open at the beginning of the semester. Students are welcome to submit entries prior to the due dates. Entries submitted after the due date will receive no more than half credit.

Submission Problems

On rare occasions some assignments which have been submitted are not able to be read. Should that occur, you will be notified and asked to resubmit your assignment directly to your instructor as an email attachment. Please do not submit assignments in this manner unless advised to do so by your instructor.

Accessibility

This course has been designed to be accessible to all students. If you need any assistance due to a disability please inform your instructor immediately so that proper accommodations may be made.

Summary of Important Date

	Due dates for tool box entries	Due dates for media entries
MODULE A August 24-Sept 1		
MODULE B Sept 2-Sept 10		Media entry 1 Sept 6
MODULE C Sept 11-Sept 20	Tool box entry 1 Sept 13	
MODULE D Sept 21-Oct 2		Media entry 2 Oct 2
Exam 1 Oct 7-8		
MODULE E Oct 9-Oct 18	Tool box entry 2 Oct 18	Media entry 3 Oct 18
MODULE F Oct 19-Nov 6		Media entry 4 Nov 12
MODULE G Nov 12-Nov 23	Tool box entry 3 Nov 15	Media entry 4 Nov 24
Exam 2 Dec 7-8		Media entry 5 (reflection) Dec 2