

ED 282: Working with Children with Special Needs

Asynchronous Course Syllabus

Winter 2023

CRN: 30973 Credits: 3

Education/Human Development & Family Sciences

Linn-Benton Community College

Instructor

Drew White

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Meeting Times

	Wednesday
Meeting Type	Asynchronous
Location	Online

Required Materials

The following resources are required for the course. You can locate both the 6th and 7th editions of the Garguilo text in the library on reserve, however, they are time limited. It is advised that you procure your own copy of Garguilo if you are able. **Whenever the text is referenced in this course, I am referring to the 7th edition.**

Garguilo, R. (2021). [Special Education in Contemporary Society: An Introduction to Exceptionality, 7th edition.](#) Media Update. Los Angeles: SAGE Publications.

Chbosky, Stephen, director. [Wonder](#). Lionsgate, 2017

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, Perusall, and LBCC Library databases regularly.

Students must be able to open PDF files on their computer.

Course Description

Overview of special education legislation and the role of family, school and community in educating and supporting individuals with disabilities. Class is tailored to meet the needs of students who enroll, with a focus on in-school special needs issues or community agency issues. Implementation of current legislation and its impact in the classroom are addressed.

Student Outcomes

- Explain the significance that special education plays in enhancing the educational opportunities for children with disabilities.
- Describe specific disabling conditions through attributes of those conditions and the impact of those conditions on function of the child and the family.
- Describe a variety of strategies and techniques used to improve the function of children with disabilities and their families.
- Explain how to differentiate instruction to meet the needs of students with special needs in the classroom.

Course Schedule

Week	Dates	Topics	Textbook Readings
1	Jan 9-15	Introduction/History of Disability Rights	
2	Jan 16-22	What Is Special Education?/Special Education Law	Gargiulo Ch. 1 & Ch. 2
3	Jan 23-29	Ableism, Privilege, & Over Representation/Book Declaration	Gargiulo Ch. 3
4	Jan 30 - Feb 5	Parents, Families, and Exceptionalities/Assistive Tech	Gargiulo Ch. 4 & Ch. 5
5	Feb 6-12	Midterm and Movie Screening	
6	Feb 13-19	Individuals with Intellectual Disabilities and Learning Disabilities	Gargiulo Ch. 6 & Ch. 7
7	Feb 20-26	Individuals with Attention Deficit Hyperactivity and Emotional Behavioral Disorders	Gargiulo Ch. 8 & Ch. 9
8	Feb 27 - Mar 5	Individuals with Autism Spectrum and Speech and Language Disorders	Gargiulo Ch. 10 & Ch. 11
9	Mar 6-12	Individuals with Hearing and Visual Impairments	Gargiulo Ch. 12 & Ch. 13
10	Mar 13-19	Individuals with Physical, Health, and Related Low-Incidence Disorders	Gargiulo Ch. 14
Final	Mar 20-24	Final	

Course Policies

1. Attendance: Professionalism is expected in this course. Attendance and participation are indicators of professional behavior. If an absence is scheduled, or you are unable to complete the weekly tasks, please notify the instructor ahead of time. Accommodations can be made for illness, quarantine, and extenuating circumstances.
2. Written Submissions: All assignments should be typed in Microsoft WORD or Google Docs on a computer, saved as a PDF, and submitted by the due date to Moodle. Writing should be professional with appropriate grammar, syntax, and content.
 - a. Writing will be assessed based on the rubric that corresponds to the appropriate assignment
3. Saving Your Work: To be safe, compose your work offline using a word processing program and then save the work periodically. Not saving your work, "losing your work," or a "computer glitch" is not an acceptable excuse for a late submission. **PLEASE SAVE YOUR WORK.**

4. Etiquette: As in any classroom, there are guidelines for class discussion or interaction of any type. Respect will come into play as issues are discussed on which you may have very different views. As a classroom policy, I expect students will follow the Courageous Conversations® Four Agreements:
 1. Stay engaged
 2. Expect to experience discomfort
 3. Speak your truth
 4. Expect and accept non-closure

5. Late Assignment Policy
 - a. It is an expectation of this course that you will complete and submit assignments by the due date and time.
 - i. If you know an assignment will be late, you **MUST** communicate with the instructor 24 hours prior to the deadline. Exceptions may be made at the discretion of the instructor.
 - ii. **Assignments can not be submitted for credit after the deadline.**
 - iii. If you miss a deadline, you must contact me within the first week of the due date to discuss the assignment and your grade.
 - b. Please be mindful, some grades in this course have group components to them. Completing assignments/work late is unprofessional and has negative consequences for the learning environment of others.

Class Structure

This course is taught in an asynchronous format. We will use Moodle to house all of the course materials. Once you have accessed Moodle, I recommend bookmarking the page for easy access.

This course involves a variety of reading, writing, viewing, and discussion. Plan to spend 3 to 6 hours a week completing the assignments for this course.

My goal is to develop an educational atmosphere that maintains a positive learning environment for everyone. I take the responsibility of maintaining a safe and positive learning environment seriously. As a fellow learner, you are tasked with maintaining respect for others and assisting them in achieving this goal. I have listed some specific ways you can assist in creating this environment:

1. Read the materials each week. This will ensure that every learner is prepared and will enrich the class discussions.
2. Participate in class discussions. As future educators/providers, your work is dependent on problem solving and collaboration. There is no better time to practice than now!
3. Check Moodle frequently. If you have a question, there is a likelihood that others will have a similar question. Please post your questions in the class forum so that others can see.
4. Submit all assignments in Moodle and before the deadline. It is your responsibility to ensure that I have access to the document/assignment. When in doubt, save as a pdf and submit it in pdf format.
5. You can get technology help using the following methods:
 - a. Call the Student Help Desk at 541-917-4630
 - b. Email questions to learning.support@mail.linnbenton.edu

Ultimately, it is my responsibility to create opportunities for you to learn; it is your responsibility to do the work to learn.

Communicating with Instructor

Email or text are the best (and recommended) forms of communication with the instructor. When emailing, the instructor will only communicate with students via their LBCC gmail email accounts. It is the student's responsibility to regularly check Moodle and their email account for any announcements or supplemental information shared regarding the course. As a current K-12 public educator, it may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. For personal matters, contact me directly. Use your LBCC email address, subject line your emails with ED 282 and your first and last names for the fastest response. **For the quickest response, you may also text (270) 303-8266. You must state your name and that you are from ED 282.**

Grading

Assignments	Percentage of Overall Grade
Weekly Discussions	10%
Weekly Quizzes	10%
Book Evaluation	20%
Movie Evaluation	20%
IDEA Fact Sheet	10%
Midterm	10%
Final	20%
Total	100%

Grading Scale

Letter Grade	Percentage	Quality of Work
A	90 – 100%	Excellent
B	80 – 89%	Good
C	70 – 79%	Average
D	60 – 69%	Poor
F	0 – 59%	Failing

INC = Incomplete. Only available if a personal crisis or illness occurs. Students must complete 75% of the coursework with passing average.

Assessments

1. Weekly Discussions- 10%

- a. Each week, students will participate in weekly discussions. Students will be graded on their participation and quality of work. All posts should be detailed, academic, and thorough. If your classmates took the time to craft a strong discussion post, you can respond with a strong response.
- b. Students are required to follow the directions in the weekly discussion posts on Moodle.
- c. You are required to participate fully in the course discussions each week. At 11:59 pm on the last day of the week (Sunday), discussions will be locked and you will no longer be able to submit responses. **If you do not respond by 11:59 pm on the last day of the week (Sunday), you will receive a zero for that week and you will not have an opportunity to make it up.**

2. Weekly Quizzes - 10%

- a. Each week, there will be an open note/book quiz on the textbook readings for that week.
- b. You will have unlimited attempts and no time limit.
- c. You must complete each week's quiz by 11:59 pm on the last day of the week (Sunday).
- d. You will be graded on your highest quiz score.

3. Book Evaluation- 20%

- a. Students will choose a book from the prescribed list under the assessment section of the course in Moodle
- b. Students will read the book and write a paper that evaluates the book as it pertains to individuals with exceptionalities.
- c. Assessment:
 - i. Assessment will be posted at the beginning of week 3.
 - ii. Follow the assignment instructions posted under the assessment section of Moodle.
 - iii. Follow the rubric located in the assessment section of the Moodle.

4. Movie Evaluation- 20%

- a. You will be required to watch the movie, *Wonder*.
 - i. You can buy, stream, or rent the movie and watch it independently; and/or,
 - ii. I will reserve a room at LBCC during week 5 for people to come in and watch the movie together.
- b. You will watch with the intent to analyze the movie by examining the "struggles/issues experienced by":
 - i. the family of the student with exceptionalities
or
 - ii. the peers of the student with exceptionalities
or
 - iii. The school of the student with exceptionalities
or
 - iv. The observer (you) of the student with exceptionalities
- c. Assessment:
 - i. Assessment will be posted at the beginning of week 5.
 - ii. Follow the assignment instructions posted under the assessment section of Moodle.
 - iii. Follow the rubric located in the assessment section of the Moodle.

5. IDEA Category Fact Sheet/Infographic- 15%

1. Students will work to create a fact sheet/infographic based on a disability category from one of the weekly readings. This fact sheet/infographic will be distributed to their classmates.
2. Fact sheet/infographic should:
 - a. Be 2 pages in length (front and back)
 - b. Utilize color
 - c. Follow Rubric #3 (provided in Moodle with the assignment)

6. Midterm - 10%

- a. Students will complete an open note/book midterm on the textbook readings for weeks 1-4.
- b. The midterm will be held at any time that fits your schedule during week 5.
- c. You will have one attempt and a two hour time limit.
- d. You must complete the midterm by 11:59 pm on the last day of week 5 (Sunday).

7. Final - 20%

- a. Students will complete an open note/book final on the textbook readings for weeks 1-10.
- b. The final will be held at any time that fits your schedule during week 11 (Finals Week).
- c. You will have one attempt and a three hour time limit.
- d. You must complete the midterm by 11:59 pm on the last day of the term (March 24th).

Student Rights and Responsibilities

Students are expected to read and adhere to the standards in the [Student Rights and Responsibilities handbook](#).

Academic Integrity

Students are expected to be honest and ethical in their academic work and to refrain from cheating (use or attempted use of unauthorized materials, information, or study aides), fabrication (falsification or invention of information), tampering (altering or interfering with evaluation instruments or documents), plagiarism (representing the words or ideas of another person as one's own), or assisting another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and the [Writing Center](#) are good resources.

It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive!

College Policies

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report a violation of our sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety / Campus Security / Emergency Resources

In an emergency, call 911. Also call LBCC Campus Security / Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.

Instructor Responsibilities

1. Meet all LBCC requirements for course completion and participation.
2. Have respect for all in class in word and action.
3. Communicate all questions and problems as soon as they occur.
4. Provide encouragement and assistance when needed and/or requested.