

EDU 208 Characteristics of Students with Mild to Moderate Disabilities

Wintermester 2019

Number of Credits

3

Instructor

Sharon Goldrup

Catalog Description

Survey of various types of exceptionalities across the lifespan. Emphasis on etiology, physical and education characteristics.

Required Textbooks/Materials

The following texts are required material in this course:

Valle, J. W. & Connor, D.J. (2011) Rethinking Disability. McGraw Hill, New York, NY.

Student Learning Outcomes

Upon successfully completing EDU 208, students will be able to

- develop, use, and explain the reasoning behind People First Language;
- examine the personal beliefs and expand notions of normalcy;
- describe the legal and historical development within the field of disabilities;
- discuss how a disability is prevalent across an individual's lifespan, from birth through school, and post-school settings;
- integrate lifespan issues, with gender, race and culture, and individual characteristics.
- position disabilities within the larger social context;
- examine issues related to over identification and race and gender;
- understand different perspectives on disabilities including expanding notions of normalcy;
- identify community resources to support individuals with disabilities; and
- define self-determination and self-advocacy and explain its importance for individuals with disabilities.

First Week of Materials/Assignments

The following schedule is subject to change:

January 2: Course Overview

- Introduction to Individuals with Disabilities
- People First Language
- U.S. Constitution
- Review: APA writing style format

January 3: Making Sense of Public School and Culture

- Historical Complexity of Public Schools
- Legislation/Litigation
- Origins of inclusion
- Policy vs. Attitude
- IDEA/IDEIA
- Section 504
- ADA
- Continuum of Services
- Reading: Valle chapters 1 and 10 (pages 210-213)
- Discussion: People First Language
- IRIS Module: What does inclusion look like?

January 4: The (In) visibility of Disability

- Disability and Society
- History of Disability
- Intended and unintended consequences of Special Education
- Culturally and Linguistically Diverse Students in Special Education
- Reading: Valle chapter 2
- Suggested Reading: Gargiulo Chapter 3

Course Details

This course expands upon the introductory course in special education (EDU 203). This is a required course for all students in the new Integrated Elementary Teacher Program (IETP) obtaining a license in Special Education. Topics covered will include how disabilities are positioned in school culture and the broader community, the history of special education, including legislation and litigation, individual differences within and across disabilities, the impact of disabilities on an individual across his or her lifespan.

Grade Breakdown

Assignment	Points
Discussions (20 points each)	60
Iris modules and assignments	40
Quiz	50
Reflective Essay	100
Community Resource Binder Conference	50
Final Exam	100
<i>Total</i>	400

The percentage distribution for the course is:

Letter	Percentage
A	95–100
A-	90–94.9
B+	87–89.9
B	83–86.9
B-	80–82.9
C+	77–79.9
C	73–76.9
C-	70–72.9
D+	67–69.9
D	63–66.9
D-	60–62.9
F	0-59.9