



Educ 2301 Introduction To Special Education: Teaching Exceptional Children

Course Syllabus: Spring, 2018

Tuesday/Thursday 9:30-10:50

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:00-9:30am	9:00-9:30 am	9:00-9:30 am	9:00-9:30 am	by app't.	N/A

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): Course Description (include prerequisites): 3 credit hours

Introduction to Special Populations is an enriched integrated pre-service course and content experience that provides an overview of schooling and classrooms. The perspectives of language, gender, socioeconomic status, ethnic, and academic diversity and equity with an emphasis on factors that facilitate learning within regular education environment. Off-campus field experiences are planned to enhance learning.

The course is comprised of 3 hours of lecture each week. There are 16 additional hours of field experience with special populations in P-12 schools with an emphasis given to observation of special education required.

Prerequisite: EDUC 1301:Introduction to the Teaching Profession.

Required Textbook(s):

Educating Exceptional Children, 14th Ed., S. Kirk, J. Gallagher, and M.R. Coleman

Publisher: Wadsworth CENGAGE Learning, USA

ISBN Number: 13: 978-1-285-45134-3

Recommended Reading(s): N/A

Student Learning Outcomes:

After studying the material presented in the text, class discussions and course activities, the learner should be able complete all learning objectives listed below with a minimum competency of 490 total points for the course:

1. Describe special education and inclusive schooling.
2. Define various learning disabilities, communication disorders, pervasive

developmental disorders, developmental disabilities, visual impairments, physical disabilities, health impairments, and other exceptional learners.

3. Identify techniques for teaching culturally and linguistically diverse students.
4. Identify techniques for teaching at-risk and gifted-and-talented students.
5. Describe the characteristics of a variety of exceptional learner and learners of other special populations.
6. Describe how exceptional learners are identified and assessed.
7. Identify instructional techniques and accommodations for exceptional learners.
8. Describe planning and grouping strategies for exceptional learners.
9. Identify techniques to manage student behavior and promote social acceptance of all learners.
10. Identify TExES Special Education Supplemental Standards (163) and TExES Pedagogy & Professional Responsibilities Standards (160:PPR, EC-12).

Exemplary Educational Objectives:

Other courses: N/A

SCANS Skills:

N/A

Lectures & Discussions:

Refer to course calendar on Blackboard.

Evaluation/Grading Policy:

Portfolio	100 points
Mid-Term Competency Exam	100 points
Final Competency Exam	100 points
Field Base Experience Project Includes: Guidelines for FBE: Acknowledgement Field Experience Contact Log Field Experience Time Log 1 Field Experience Time Log 2 Reflection Paper 1 Reflection Paper 2	100 points
Instructional Methods Presentation	100 points
Class Discussion/Prep. and Participation	100 points
TOTAL POINTS:	600 points

Grade Rating:

550 - 600 = A
500 - 549 = B
449 - 499 = C
400 - 448 = D
399 or less = F

Tests/Exams:

Assignments:

1. Portfolio (100 pts.): Students are required to compile a portfolio of the topics, lecture notes, assignments, and resources made available in this course. See Rubric posted on Blackboard titled "Portfolio Rubric".
2. Field Base Experience: a 16-hour off-campus Field Experience is required for this course. 16 Hours of Field Experience in the area of Special Education/ELL (100 pts.)
 - a. A student cannot receive credit for this course without ALL documentation for field experience.
See requirements posted on Blackboard titled, "Guidelines for Field Base Experience".
 - b. Students are required to establish ALL contacts with the school district of choice and make ALL subsequent arrangements regarding their field experience. Note: students should NOT select a campus where they attended or where their child is currently enrolled.
 - c. Students are required to observe in at least two different classrooms in a certification level of interest for a total of 16 clock hours.
 - d. The FBE Summary paper should be written on at least two separate classrooms.
3. Instructional Methods Presentation (1000 pts.)
 - a. Students are required to research, present, and demonstrate research-based instructional strategies that are found to be most effective in working with students from a specific population category.
 - b. Assignment may be done individually or in a group of no more than 3 students.
 - c. See Rubric posted on Blackboard title, "Instructional Methods Presentation Rubric".
4. The textbook will be used as the basis for this course and is required reading. The text will also function as a reference resource.
5. Tests and exams will be scheduled (see Course Calendar below).
6. Test material will come from the textbook, lectures, in-class discussions, assignments, and presentations.
7. Students are to have read the chapter assigned prior to class, in order to fulfill the class participation requirement. Class discussions and activities are based on assigned chapters.
8. Late work is not appreciated. Two and one-half (2.5) points will be subtracted for each day (not each class period) an assignment is late. Full credit will not be given.

Other Course Requirements:

Student Responsibilities/Expectations:

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NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Smoking is prohibited in all university buildings, this includes organic cigarettes and e-cigarettes.

Use of recording devices:

Students may use audio and/or video recording devices to record lectures or portions thereof providing that they get permission from the instructor. Materials recorded may only be used by the student to aid in the completion of requirements for the course. Content recorded remains the property of NTCC and may not be duplicated for distribution and may not be sold to another party or uploaded to the internet.

The internet is a great resource for this class. Students are encouraged to use web resources in preparing their assignments. However, resources used must be listed on a separate sheet at the end of the assignment. All work is to be presented in the student's own words with proper documentation. Copy-and-pasting from a site is not allowed and will result in points reduction if found in an assignment.

Cell phone use/texting/beepers are required to be turned off during class. Not doing so could result in a points reduction on the class participation grade.

If there is an emergency, where a student needs a cell phone to be active. the instructor should be notified prior to the beginning of class.

Side conversations during class are not appropriate. Students are expected to refrain from such conversations during lecture and/or student presentations. Students should show respect for opinions/ideas of both the instructor and peers in the classroom environment.

Proper dress for class does not include sweat pants or pajama-type clothing. Scrubs, jeans, sweat shirts, and college tees are acceptable. Caps are acceptable if not detracting from class environment.

Course Calendar:

Class Schedule: Spring, 2018

1st Week: Course Introduction / Explanation of Assignments
Review course syllabus Review FBE Guidelines
Due: FBE Acknowledge Form

2nd Week: Chapter 1: Children with Exceptionalities and Their Families
Chapter 2: Children with Exceptionalities and Social Institutions:
Government, Courts, and Schools
Due: FBE Contact Information Form

3rd Week: Chapter 3: Early Intervention Support and Services

4th Week: Chapter 4: Children With Intellectual and Developmental Delays

5th Week: Chapter 5: Children With Autism Spectrum Disorder

6th Week: Chapter 6: Children With Learning Disabilities

7th Week: Chapter 7: Children With Attention Deficit/Hyperactivity Disorder

8th Week: Chapter 8: Children With Emotional and Behavior Disorders
Due: Instructional Design Lesson Plan Presentation
Mid-term Study Guide Reviewed
Mid-term Exam on Chapters 1-8

SPRING BREAK

9th Week: Chapter 9: Children With Communication, Language, and Speech Disorders

10th Week: Chapter 10: Children Who Have Special Gifts and Talents

11th Week: Chapter 11: Children Who Are Deaf or Hard of Hearing

12th Week: Chapter 12: Children With Visual Impairments
Due: Field Experience Summary Report with
Contact Information and Time Logs #1 and #2

13th Week: Chapter 13: Children With Physical Disabilities, Health Impairments,
and Multiple Disabilities

14th Week: Read and review TEA's 13 At-Risk Identifiers for Disabilities

15th Week: Final Exam Study Guide review
Due: Portfolio

16th Week: Final Exam: Chapters 9-13
Portfolios Returned