




---

***Nia, oya g t-taccui am hab e-ju***  
***(See, our dream fulfilled.)***

---

**Syllabus:**  
**EDU 202 – Introduction to the Exceptional Learner**

---

**Welcome!**

Welcome to the class! In this course, I am looking forward to introducing you to special education, the IEP, and the types of exceptional learners you may serve. As a special education teacher, I am thrilled to be sharing one of my passions with you. This is one of my favorite classes to teach, and by the time we reach the end of the course, I hope it will be one of your favorite subjects, as well! Welcome!

**Course Information**

Semester:	<b>Spring, 2019</b>	Class Days:	<b>Tuesdays</b>
Credit Hours:	<b>3</b>	Class Meeting Times:	<b>2:30 - 5:00</b>
Course Number:	<b>EDU 202</b>	Class Meeting Room:	<b>GSK 4</b>
Course Title:	<b>Intro to the Exceptional Learner</b>	First Class Meeting:	<b>January 15, 2019</b>
<b>Final Class Meeting and Final Assessment (Exam): May 6, 2019</b>			

**Instructor Contact Information**

Name:	<b>Duff (Duffy) Galda</b>	Office Hours:	<b>Monday and Wednesday 1:30 - 2:45 Tuesday 1:30 - 2:00 Thursday 1:30 - 3:30</b>
Office Location:	<b>Ha-Maş Kamdam Ha-Ki, Room 121</b>	Instructor	<b>The instructor is available</b>
Phone/Voice Mail:	<b>520-383-1085</b>	Appointments:	<b>to meet with you by appointment.</b>
E-mail:	<b>dgalda@tocc.edu</b>		

**Course Description**

Foundations of special education, encompassing Introduction to the foundations of special education, including laws and processes governing special education, the Special Education process, Individual Education Plans (IEPs), the role of the teacher working with exceptional learners, and the characteristics of students with exceptionalities. Includes current educational practices and theories related to instruction, classroom management, and assessment in special education. Also includes collaboration and communication supporting the success of students with exceptionalities and a 10- to 30- hour service learning commitment.

## Important Course Requirement

**This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.**

## Important Dates

<b>January 15</b>	First Day of Class
<b>January 14 - 18</b>	Add without Instructor's signature
<b>January 21</b>	Martin Luther King Jr. Day - College Closed
<b>January 22</b>	Special Screening "Teaching in Arizona" documentary, Tuesday, @ 5:30pm Loft Cinema
<b>January 22<sup>nd</sup> to 28<sup>th</sup></b>	Add with Instructor's signature
<b>January 29</b>	Drop/Full Refund Deadline
<b>February 18</b>	President's Day - College Closed
<b>February 28</b>	45 <sup>th</sup> Day Census - Watch for 45 <sup>th</sup> Day Progress Reports
<b>March 11<sup>th</sup> to 15<sup>th</sup></b>	Spring Break – No Classes
<b>March 29</b>	Withdrawal Deadline
<b>May 6<sup>th</sup> to 10<sup>th</sup></b>	Final Exam Week
<b>May 7</b>	EDU <b>202</b> Final Exam
<b>May 14</b>	Final Grades are Submitted by TOCC Instructors
<b>May 17</b>	TOCC Commencement

## Course Objectives

1. Students will become familiar with the IEP and the IEP process
2. Students will be introduced to a variety of exceptionalities that students may exhibit in contemporary classrooms

## Learning Outcomes (SLOs)

Upon Completion of the course, the student will be able to do the following:

1. Identify and describe relevant laws governing special education processes, procedures, practices, and services and discuss characteristics of students with various exceptionalities addressed through the laws.
2. Describe the role and function of the teacher working with exceptional learners and identify, develop, and implement lesson plans, teaching methods, instructional materials, learning activities, classroom management strategies, and assessment methods that are appropriate for students with specific exceptionalities.
3. Describe the special education process and Individualized Education Programs (IEPs), discuss the roles of stakeholders in the development and execution of IEPs, and identify measurable IEP annual goals that align with mandated state or national standards and the school or district's core curriculum.

## Course Structure

### Course Organization

This course is designed around 15 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three

components: in-class activities, the field work experience, and out-of class readings, assignments, and cultural activities.

### **In-Class Activities**

The class meets twice a week for lectures, discussions, and group activities. Students are expected to attend all class meetings and to actively participate in all class activities.

### **Field Work Experience**

In addition to meeting twice a week as a whole class, students will also be engaged in a required field work experience in which each student volunteers in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

### **Out-of-Class Student Preparation**

Students are expected to access our [Canvas](#) course site multiple times each week and independently complete required out of class readings, homework activities, and written reflections that are part of each module's requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

### **Learning Activities**

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

### **Out-of-Class Enrichment Experiences**

Through the 3 out of class enrichment experiences required in this class, you will be broadening your understanding of special education and the field of education. You will choose 3 different opportunities for professional and personal growth that interest you and fit into your schedule. The success and impact of the Enrichment Experiences on your learning depend on the activities you choose to complete, your level of engagement in the activities and your commitment to learning from those activities. Some suggestions for how to engage in Enrichment Experiences are:

- Attending or Participating in Education-related Events
- Attending or Participating in O'odham or Himdag Culture Events
- Participating in Cultural or Language Immersion Activities
- Participating in Community Service Activities focused on a Specific Population of People (hearing impaired, visually impaired, people with Autism, Special Olympics)

Three Out of Class Enrichment Experiences are required. These should be as different from one another as possible. After each experience, you will submit a reflection paper on that specific enrichment experience.

### **Turn-Around Time**

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within one week after the due date. E-mail and phone messages will be returned within one day, Monday - Friday. A student or the instructor may request a student conference at any time during the semester. Grade checks/progress reports will be conducted during office hours at the request of the student.

## Texts and Materials

### Required Text:

There are no required text purchases for this course. Open source and on-line readings are utilized for reading assignments.

### Required Materials:

**Fingerprint Clearance Cards:** In certain career fields it is mandatory that you have your DPS Level 1 or IVP fingerprint cards. This is the case for teachers in Arizona. You may need your fingerprint clearance cards before beginning your field experience. The field experience/internship in an elementary or secondary school setting. The school may require the student to have an IVP fingerprint clearance card per Arizona Revised Statutes. **There is a fee (\$72.95) associated with this separate from TOCC tuition that will be the student's responsibility.** Clearance cards may be obtained through the Arizona Department of Public Safety. For details, access the following website:

<https://www.azdps.gov/services/public/fingerprint>

## Course Assessment – Student Grades

### Evaluation and Grading

Student progress and achievement in this course is evaluated through attendance and participation, quizzes on the out-of-class assignments, written reflections, completion of in-class group activities, student presentations, 3 reflective essays on the 3 required cultural enrichment activities, a midterm project, a final examination, and successful completion of a 10-hour field experience that provides students the opportunity to gain insight into the teaching profession through service learning.

### Written Assignment Specification

Written assignments are to be free of grammatical and spelling errors. Written assignments must be uploaded and turned in ON or BEFORE the assignment deadline as an **APA formatted** Microsoft Word document, double-spaced with size 11 Arial font.

### Grading Calculations

***\*A 10 hour field experience is required in this class in order to receive a passing grade. Non-completion of the field experience (including failure to submit the required time log, pre-service teacher evaluation, or completed observation packet) will result in a failing grade for the course, and the student will have to take the class again.***

<b>Sample Grading Calculations – This is a Sample of Course Assignments – Canvas Modules Contain more Assignments!!</b>		
	Submission of signed Syllabus Acknowledgement Form (Must be submitted prior to 3 <sup>rd</sup> class meeting to remain in course)	20
	Mandatory Syllabus Quiz (Must be completed prior to 3 <sup>rd</sup> class meeting to remain in course)	20
	Attendance and Participation (10 points per class, must be on time and actively participate in all class activities/discussions)	320
	5-Minute “Finds” (5 finds at 20 points each)	100
	Quizzes on Assigned Readings and videos (14 weekly assignments, often multiple readings per assignment) (12 quizzes at 20 points each)	240
	Required Semester-Long Field Work Experience – Log in Sheet and Pre-Service Teacher Evaluation	100
	Required Semester-Long Field Work Experience – Completed Observation Packet	100
	Field Experience in-class updates - student presentations (3 presentations at 20 points each)	
	Out of Class Enrichment Experience Reflection (3 at 50 points each)	150
	Temple Grandin Film Paper	100
	<b>Midterm exam</b>	<b>250</b>
	<b>Comprehensive Final Exam (week 16)</b>	<b>250</b>
<b>Regular Points Possible</b>		<b>1650</b>
Extra Credit Points	Perfect Attendance	150
	Attending the entire semester with only 1 unexcused absence	100
<b>Maximum Extra Credit Points Possible</b>		<b>150</b>

### Grading Scale

Letter grades for assignments, examinations, and the course will be determined by the following scale:

1485-1650	A = 90% - 100% of final regular points possible
1320-1484	B = 80% - 89% of final regular points possible
1155-1319	C = 70% - 79% of final regular points possible
990-1154	D = 60% - 69% of final regular points possible
0-749	F = 0% - 59% of final regular points possible

## Did you know...

College courses are weighted not only by the number of hours you are in class each week, but also by the number of hours you are expected to be completing assignments and studying for the course *outside* of class.

For every hour you spend *in* class for a course, you should be spending a minimum of 2 hours working on course materials *outside* of class.

This is a 3-credit course. You will be spending 3 hours a week in class and should dedicate a minimum of 6 hours out of class studying for the course. You should schedule 9 hours a week for this course.

Students who take 12 credits a semester are considered to be "full-time" students because they spend 24 hours a week in class and 24 hours a week studying for their classes. They are engaged 36 hours a week with their college courses. That is, basically, a full 40 hour work week for these "full-time" students!

### Instructor Withdrawals

Students who have missed four consecutive classes and students who have not submitted any assignments nor taken any quizzes by the 45th day census report, are assumed NOT to be participating in the class and will be withdrawn. Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by the date specified in the "Important Dates" calendar if you do not expect to complete the class; otherwise you may receive an "F" grade.

### Incomplete (I) Grade

"I" grades are not awarded automatically. The student must request an "I" from the instructor who will judge the student's ability to complete the course on his or her own. Generally the student must have completed over 80% of the course requirements with at least a "C" grade. Incompletes will not be awarded for students whose lack of attendance has impacted their progress in the course.

An "I" requires a written contract between the student and the instructor listing work to be completed as well as how and when the work will be done. If the work is not completed within the contract period, the "I" grade automatically reverts to an "F." "I" grades will not be re-evaluated during the final two weeks of the semester when class activities are normally at their most intense.

### Special Withdrawal (Y) grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

## **Himdag Cultural Component**

The Himdag is the unique worldview of the O'odham people. Within it, the values and beliefs of the O'odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O'odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O'odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O'odham people have made the education of O'odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the nature of culture and what makes their culture (T-Wohocudadag) unique within the tremendous human cultural diversity of the world.

Since the instructor is not O'odham, students will be encouraged and expected to make relevant cultural inferences to the material being presented. This practice will help prepare them to incorporate the Himdag in their own teaching as they develop the skills and knowledge necessary to become classroom teachers and enter their own classrooms.

As the students in the class progress through the course, they will be encouraged to articulate a personal diversity statement that supports their deepest respect (T-Pi:k Elida) of the diverse cultures and ways of being that make up our world as well as their own Tohono O'odham culture and ways of being.

## **Course Policies and Expectations**

### **Course Requirements**

- (1) Attend class regularly and actively participate in the class
- (2) Complete in-class assignments and submit them to the instructor
- (3) Complete all out-of-class readings and assignments
- (3) Complete the Field Work Experience and submit
  - the completed (and signed) time log and TOCC pre-service teacher evaluation
  - the completed Field Work Experience Observation Packet
  - your final Field Work Experience Reflection Paper
- (4) Complete all quizzes, the midterm evaluation, and the final evaluation
- (5) Present a minimum of five 5-minute finds

### **Attendance Policy**

Regular class attendance and conscious class engagement are two important factors contributing to success in college courses; therefore, excellent attendance is required.

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class and you miss valuable learning opportunities when you are absent.

## 1. Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the College or instructor. The following are the types of absences you may **request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required by the instructor)
- a college-sanctioned activity (as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity)
- jury duty

**Extreme** medical emergencies may also be considered excused **if, and only if**, valid documentation is provided (a physician's note on professional letterhead or a hospital admittance form)

## 2. Unexcused Absences

An unexcused absence is an absence that was not pre-scheduled and authorized by the College or course instructor

Students are required to attend classes regularly. Those who do will be recognized for their effort:

- Perfect attendance is encouraged with an extra credit incentive
  - students who maintain perfect attendance (NO unexcused absences) for the entire semester are awarded a bonus of 150 extra credit points
  - students who miss no more than one class (1 unexcused absence) are awarded a bonus of 100 extra credit points

Students are dissuaded from missing classes. Those who miss excessive classes will be sanctioned:

- Students may accrue **NO MORE THAN THREE** unexcused absences
  - This includes, but is not limited to, unexpected family emergencies, doctor/dentist appointments, illness, personal conflicts, and vacations or travel
  - Do not use your allotted absence(s) frivolously; you may need them during the semester for **emergencies**
- Students who accrue **4 unexcused class absences may be immediately withdrawn from the course**, regardless of the student's earned points or current grade
- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
  - **DO NOT** ask if you have missed "anything important;" the instructor considers **EVERYTHING** that goes on during class to be important, and she should not be



expected to respond with a list or play-by-play report of important learning experiences and opportunities you have missed

- Students who miss a class are responsible for **contacting a classmate to obtain class notes or any class updates**; the instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to an absent student
- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them by the due date

Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time and remain in class until class is dismissed to be counted “present” for the class.

- Students are required to be in class and seated prior to the start time.
  - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain engaged in class until the class is dismissed
  - For every 2 “early exits,” the student will accrue one unexcused absence

### **Make-up policy**

Missed assessments (quizzes, exams) may be made up within two days of the exam date **only if they are missed due to an unexcused absence.**

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor’s discretion, extra credit opportunities and optional activities may be provided.

### **Student Behavior**

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- to maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- to be respectful of their peers and professors, and
- to assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices during class time
- Behavior viewed as disruptive will not be tolerated

- If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
  - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
- **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate comments, using profanity, making threats and verbally posturing, and failing to follow instructor directions are a few examples of behaviors that are deemed disruptive to the learning process**
- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to present to the class
  - Students are expected to work collaboratively and collegially in cooperative activities
  - Students are expected to be open and listen to new ideas and perspectives
    - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open

### **Academic Integrity**

Violations of scholastic ethics are considered serious offenses by Tohono O’odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O’odham Community College.

All work done for this class must be your own. While you may discuss assignments with other class members, the final written project must clearly be your own. You may use work from books and other materials **if it is properly cited**. Copying from a book without proper reference or from a person under any circumstances will result in an “F” for the assignment, and at the instructor’s discretion, possibly an “F” for the course.

## Did you know...

College courses are weighted not only by the number of hours you are in class each week, but also by the number of hours you are expected to be completing assignments and studying for the course *outside* of class.

For every hour you spend *in* class for a course, you should be spending a minimum of 2 hours working on course materials *outside* of class.

This is a 3-credit course. You will be spending 3 hours a week in class and should dedicate a minimum of 6 hours out of class studying for the course. You should schedule 9 hours a week for this course.

Students who take 12 credits a semester are considered to be "full-time" students because they spend 24 hours a week in class and 24 hours a week studying for their classes. They are engaged 36 hours a week with their college courses. That is, basically, a full 40 hour work week for these "full-time" students!

### College Policies

#### ADA Compliance Statement

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform your instructor at the beginning of the semester so your academic performance will not suffer because of the disability or handicap.

#### Important College Rules

- Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips
- Possession of drugs, alcohol or firearms on college property is illegal
- Pets, telephones, pagers, and other personal electronic devices that distract students are not allowed in classrooms
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave

#### DISCLAIMER

Your instructor will make every effort to follow the procedures and schedules articulated in the syllabus, but please note, they may be changed in the event of extenuating circumstances.

This syllabus has been designed to be sufficiently flexible to evolve and change throughout the semester based on class progression and student interests. You will be notified of any changes as they occur.