



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

Syllabus, EDU 202-1 Introduction to Special Education and 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	
Course Prefix/Number: EDU 202-1 Course Title: Introduction to Special Education and the Exceptional Learner Credit Hours: 3 Semester: Spring, 2020 Campus: S-cuk Du'ag Maşcamakuđ	Class Days: Wednesdays Class Meeting Times: 4:25 to 6:55 Class Meeting Room: Main – IWK 23 First Day of Class: January 15, 2020 Final Day of Class: May 6, 2020

Instructor Contact Information	
Name: Duff (Duffy) Galda Office Phone & Voice Mail: 520-383-1085 Cell Phone: 520-609-1877 E-mail: dgalda@tocc.edu	Office Hours: Wednesday, 1-4:00 Thursday, 1-3:00 Office Location: Ha-Maş Kamdam Ha-Ki, Room 121 Instructor Appointments: The instructor is available to meet with you by appointment.

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.

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.

DISCLAIMER:

This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Important Dates	
January 13	Fall Semester Begins – First Day of Classes Welcome/Blessing, 8:15 a.m. – Watto at <i>S-cuk Du’ag Maşcamakud</i>
January 13-17	Add without Instructor’s signature
January 20	Martin Luther King Day - College Closed
January 23	Extra Credit Opportunity – 6-8:00 pm Fulbright Fellow’s Presentations
January 21-27	Add with Instructor signature
January 28	Drop/Full Refund Deadline
February 5	1 st Field Experience In-class Update Due
February 17	Presidents Day Holiday – College Closed
February 26	2 nd Field Experience In-class Update Due
February 27	45 th Day Census - Watch for 45 th Day Progress Reports
March 6	Graduation Application Due
March 16-20	Spring Break – EDU 202 Does Not Meet This Week
March 2	Midterm Field Experience Report Due – Submit Scanned Observation Packet
March 30	Withdrawal Deadline
April 1	3 rd Field Experience In-class Update Due
April 22	4 th Field Experience In-class Update Due
April 29	EDU 202 Final Exam - Final Reflection Paper
May 1	5 th Field Experience Update Due
May 1	Submission of Field Experience Time Log and Completed Observation Packet due – no late submissions accepted.
May 6	Last Day of Class
May 12	Final Grades are Submitted by TOCC Instructors
May 25	Memorial Day – College Closed



Student Learning Outcomes

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

This course is a face-to-face lecture course that helps students to build a foundational understanding of Special Education and the students it serves. It is organized into learning modules. Progress through the course modules is facilitated through three components; in-class activities, the field work experience, and out-of-class readings, activities, and assignments.

In-Class Activities

The class meets once 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 once 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.

Turn-Around Time

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within 48 hours after the due date. E-mail and phone messages will be returned within 24 hours, Monday through Friday.

Texts and Materials

This class utilizes an open source reading materials and an open source textbook. You will not have to purchase this text. The pdf of this text is available in Module 1 in our [Canvas](#) course shell.

Seifert, K. & Sutton, R. *Educational Psychology, 2nd Edition*.

(This book, licensed under a Creative Commons Attribution 3.0 License, is an “Open Source” text.)

Evaluation,/Grading & Assignments

This course utilizes a standard collegiate grading scale:

90% and above earns an A (900 to 1000 points earned)*

80 – 89% earns a B (800 to 899 points earned)*

70 – 79% earns a C (700 to 799 points earned)*

60 – 69% earns a D (600 to 699 points earned)*

Under 60% earns an F (0 to 599 points earned)

Your grade will be determined by the following:

Grading Calculations	
Syllabus Quiz	20
Attendance and Participation (20 points per class, must be on time and actively participate in all class activities/discussions)	300
Quizzes on Assigned Readings (6 quizzes at 20 points each)	120
5-Minute “Finds” (3 finds at 20 points each)	60
* Semester-Long Field Work Experience – Completed Observation Packet	150
* Field Work Experience Verification (Time Log/Teacher Evaluation - for those not employed in a school setting)	50
Field Experience in-class updates - student presentations (5 @ at 20 points)	100
Midterm Report – Written Reflection of Field Work Experience	100
Final Exam – Final Reflection Paper (April 29)	100
Regular Points Possible	1000
* Observation Packets, Final Reflection Paper, and Field Work Experience Verification must be successfully completed and submitted prior to May 1. Failure to complete this integral component of the course will result in a grade of “F” regardless of accumulated course points.	

Extra Credit		
Extra Credit Points	Perfect Attendance	30
	TOCC Himdag Committee Events - 20 points per event (Must attend entire event for credit)	20-40
	Visiting Fulbright Scholar Presentation/Dinner January 23, 6-8pm	30
Extra Credit Points Possible		0-90

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.

Policies and Expectations

Attendance Policy

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, actively participate in class activities and discussions, and remain in class until class is dismissed to be counted “present” for the class.

You are expected to arrive to class on time and be prepared to participate in each class period. Two unexcused absences (this class meets only once per week, so missing one class is equivalent to missing two class sessions a week for traditional courses meeting twice per week) may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or

work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

- 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 actively engaged in class until the class is dismissed
 - For every 2 incidents of “early exits,” sleeping in class, “head on the desk” behavior, unauthorized cell phone or electronic device usage, or similar disengagement behaviors, the student will accrue one unexcused absence

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; you miss valuable learning opportunities when you are absent.

Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the instructor. The following are the types of absences you **must 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 as verification 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 (official TOCC documentation is required as verification by the instructor)
- jury duty (jury duty summons is required as verification by the instructor)
- work-related travel (workplace paperwork documenting the travel dates is required as verification by the instructor)

The following are examples of of the types of absences you may request after the fact for the instructor to excuse:

- **Extreme** medical emergencies may also be considered **if, and only if**, valid documentation is provided (a physician’s note on professional letterhead, a bill for medical services rendered on the day of the absence, or a emergency room visit/hospital admittance form)
- Personal or family emergencies may also be considered, **if, and only if** valid documentation is provided

Unexcused Absences

An unexcused absence is an absence that was not requested in advance and authorized by the course instructor or an absence that was not verified through proper documentation

- 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**
 - **checking the class powerpoint and assignments on Canvas to review material presented, check on assignments**

Please Note: The instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to a student who accrues an unexcused absence

- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them **by the due date**

Classroom 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
- maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- 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, **including cell phones** (in a backpack or handbag), during class time unless the instructor expressly gives permission for students to take out, power up, and use the devices (calculator, internet access)
- Behavior viewed as disruptive by the instructor 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
 - Visitors may be allowed at class sessions or on field trips **only with instructor approval**. The visitor's safety and behavior are the responsibly of the student.
 - Possession of drugs, alcohol, or firearms on college property is illegal.
 - Food and beverages are allowed in classrooms at the discretion of instructor.
 - Student behavior is further detailed in the Student Handbook under Student Code of Conduct Violations.

Make-up Policy

Missed assessments (quizzes, exams) may be made up within two days of the date they were originally administered if, and **only if, they are missed due to an excused 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.

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, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. 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. If you are uncertain about proper citations ask your instructor or the librarian.

Course Progress Feedback

A student or the instructor may request a student conference at any time during the semester to discuss student progress. Quarterly grade reports will be provided to each student, either in person, by email, or via the electronic system of Canvas.

Incomplete Grade Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in in compliance with the attendance policy.

2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed 2 consecutive class meetings (which, since our class meets only once a week, is the equivalent of missing 4 class meetings for traditional courses that meet twice a week), who have not submitted any assignments, or who have not taken any quizzes by the 45th day census report (**February 27**) are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

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 [*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

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.

Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-360-5044 for additional information and assistance.

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Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

Course Outline

The following is a tentative outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline in class and the changes will be reflected in Canvas.

The presentation materials and activities for each module will be located in the corresponding Module in Canvas. You are required to check Canvas regularly for announcements, reading assignments, quizzes, etc. **(Please note, assignments made in class and activities completed in class are found in the PowerPoint presentations!! You should go through the PowerPoint slides, which are uploaded into our Modules, to see these and to review our lecture.)**

	Topic
Week 1	Course Introduction
Module 1	History of Special Education and Legislation Concerning the Exceptional Learner
Module 2	The Special Education Referral Process and Placement
Module 3	Inclusion, Placement, and the Least Restrictive Environment

Module 4	IDEA Parent and Student Rights
Module 5	Models of Special Education Service Delivery
Module 6	Exceptionalities – Introduction to Learning Disabilities
Module 7	Midterm Reflection Preparing for the Midterm Exam
Week 8	Midterms
Module 9	Exceptionalities – Autism and Autism Spectrum Disorders – Part 1
Module 10	Exceptionalities – Autism and Autism Spectrum Disorders – Part 2
Module 11	Exceptionalities – Asperger’s Syndrome and Rhett Syndrome
Module 12	Exceptionalities – ADD and ADHD
Module 13	Exceptionalities – Speech and Language Disorders
Week 15	Exceptionalities – Other relatively common exceptionalities
Week 16	Field Experience Packet/Report/Time Log-Evaluation Due on or before May 1 in order to pass the course.