

Course Syllabus



Syllabus: EDU 202 Introduction to Special Education and the Exceptional Learner

Course Information

Course Title: Introduction to Special Education and the Exceptional Learner

Course Prefix/Number: EDU 202

Semester: Summer 2022

Class Days/Times: Tuesday 05:30 PM -08:00 PM

05/23/2022- 07/18/2022

Credit Hours: 3

Instructor Information

Name: Erin Aguilar

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Office location: N/A

Office hours: By Appointment

Course Description

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.

Student Learning Outcomes

After completion of the course students will be able to...

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

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Course Syllabus

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 8 learning modules. One learning module is completed each session of the semester. Progress through the course modules is facilitated through three components; in-class activities, reflection journals, 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.

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, Reflections, Discussions, In-class Group Work and Activities, Videos, Films, Student Presentations, a Midterm Project, and a Final Examination.

Course Learning Materials and Textbook Information

Exceptional Lives Practice, Progress, & Dignity in Today's Schools. Ann Turnbull; H. Rutherford Turnbull; Michael L. Wehmeyer; Karrie A Shogren, Pearson Edition: 9th 2020

Courses Outline and Important Dates

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Course Syllabus

The following is a tentative week-by-week 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.

Week	Topic	In class	Homework
Class 1 5/24/22	Chapters: 1/2 1. The Purposes, People, and Law of Special Education 2. Disability and Cultural Justice	Introductions Getting to know your classmates and instructor Discussion on how to navigate course Chapters 1 and 2 review History of Education (CLO 1, 3)	Read Chapters 3 and 4 Online: Complete Quiz 1: chapters 1 and 2 Complete the Syllabus Agreement Discussion 1/2 Article Review 1 Disability Rights
*Class 2 9/19/20	Chapters: 3/4 3. Today's Families and Their Partnerships with Professionals 4. Ensuring Educational Progress	Discussion Chapters 3 and 4 Working with Families activity IEP goals and process	Read Chapters 5 and 6 Online: Complete Quiz 2: chapters 3 and 4 Assignment 1 Family Resources Discussion 3/4
Class 3 9/26/20	Chapters: 5/6 5. School-wide Systems of Supports 6. Cross-cutting Instructional Approaches	Discussion Chapter 5 and 6 Behavior Supports Blending Services	Read Chapters 7 and 8 Online: Complete Quiz 3: chapters 5 and 6 Discussion 5/6 Assignment 2 IEP Goals
Class 4 10/3/20	Chapters: 7/8 7. Students with Learning Disabilities 8. Students with Speech and Language Disorders Mid-term	Discussion Chapter 7 and 8 What does a SLP do? Modifications and Adaptations Mid Term Presentations	Read Chapters 9, 10 and 11 Online: Complete Quiz 4: chapters 7 and 8 Discussion 7/8 Midterm Social Story
Class 5 10/24/20	Chapters: 9/10/11	Discussion Chapter 9/10/11	Read Chapter 12 and 13

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Course Syllabus

	9. Students with Emotional or Behavioral Disorders 10. Students with Attention-Deficit Hyperactivity Disorder 11. Students with Intellectual Disability	ADD/ ADHD Intellectual Disabilities Behavior Supports	Online: Complete Quiz 5: chapters 9, 10 and 11 Discussion 9/10 and 11 Assignment 3 IEP vs. 504
*Class 6 11/7/20	Chapters: 12/13 12. Students with Autism 13. Students with Multiple Disabilities and Traumatic Brain Injury	Discussion Chapter 12/13 Autism Supports TBI	Read Chapters 14 and 15, 16 Online: Complete Quiz 6: chapters 12 and 13 Discussion 12/13 Article 2 Autism
Class 7 11/21/20	Chapters: 14/15/16 14. Students with Physical Disabilities and Other Health Impairments 15. Students with Hearing Impairments 16. Students with Visual Impairments	Discussion 14/15/16 Physical Disabilities Strategies to support Visual and Hearing Impairments	Read Chapters 17 Online: Complete Quiz 7: chapters 14 and 15 and 16 Discussion 14/15 and 16 Assignment 4: Disability Flyer Review for Final Exam
Class 8 12/5/20	Chapters: 17 17. Students Who Are Gifted and Talented	Discussion chapter 17 Final Exam Prep	Complete Final Exam Article 3 Multiple Intelligence
*progress reports			

Written Assignment Specification

Written assignments are to be free of grammatical and spelling errors. Written assignments must be uploaded to Canvas and turned in ON or BEFORE the assignment deadline as an APA formatted Microsoft Word document, double-spaced with size 11 Arial font. A guide to APA formatting can be found here: [OWL APA Guide](#). Assignments should be labeled with assignment name and student initials and course example: Assignment 1 EA EDU 200

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Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

900-1000	90 and above is an A
800-899	80 - 89 is a B
700-799	70 - 79 is a C
600-699	60 - 69 is a D
599	Under 60 is Failing

Grading Calculations

	Syllabus Agreement Signed	20
	Course Introduction	30
	Attendance (8 at 10 points each)	80
	Midterm	100
	Final Exam (Assessment chapters 1-17)	100
	Quizzes (7 at 30 points each)	210
	Discussion (10 at 10 points each)	200
	Assignments (4 at 50 Points each)	200
	Articles (3 at 20 points each)	60
		1000

Himdag Cultural Component

Classrooms of today are extremely diverse. Students with diverse special educational needs are being identified with greater frequency than in previous decades. The Nation and its communities need teachers who understand the needs of children who exhibit exceptionalities and are able to intervene and accommodate for the needs of all children to support their

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Course Syllabus

educational success, which will lead to capacity-building in the Tohono O’odham Nation’s students as they exit our schools and are employed across the Tohono O’odham Nation. In preparing a pipeline for professional educators to serve the nation, TOCC must not only prepare its pre-service teachers to transfer to the state universities to complete Bachelor degrees in Education, it must also prepare pre-teachers for the challenges they will face in the Nation’s elementary and secondary classrooms as elementary school education professionals. Teachers must understand the federal laws concerning exceptional learners and special education, not only for compliance, but also so that they exit our Education programs with the skills necessary to help support their future students in meeting their full academic and personal potential. This will, in turn, build capacity on the Tohono O’odham Nation for attaining the long-term goals of exercising control of the Tohono O’odham Nation’s schools and will continue to build capacity to fully exert Tribal sovereignty and the attainment of Tribal self-determination as well as supporting the goals of personal, community, and Tribal well-being across the Tohono O’odham Nation

This course will prepare pre-service teachers for professional academic careers that focus on the academic, life, and developmental skills of children, regardless of their abilities and the unique needs and challenges they have. Through this class, students will work together (I-we:mta) to develop a solid understanding of how to support the inclusion of children with special needs in their classroom, the unique challenges facing families of children with special needs, and the supports needed to include all children in the classroom.

Policies and Expectations

Technology Policy:

Software capabilities:

- Ability to run Google Chrome Version 78+
- Updated virus protection, if using PC or Mac. (TOCC recommends the free Windows Defender for Windows machines)
- Security: Must have a password/passcode (login) to access the device. This is responsible computing. Students will be bound by the TOCC IT Policy related to passwords, security, and appropriate usage.

Is there specific software that needs to be installed?

- TOCC recommends installing the Google Chrome browser as it works well with G Suite. Students collaborate with Google Docs and Microsoft 365 on a regular basis.

Can I use Alternative Browsers?

- Firefox, Internet Explorer, Opera, and other unlisted browsers will not be supported.

Which Operating System should the device run?

The decision for the student’s device is a matter of personal preference, but the device needs to be able to run the Google Chrome, Microsoft Edge, or Apple Safari Browser.

Course Syllabus

Devices can run Windows, Mac OS, or Chrome OS as long as the minimum requirements listed here:

- Operating System:
 - Windows 8.1, 10
 - MacOS 10.11 or Higher
 - Chrome Version 78 or Higher
- Battery life: 5 hours
- Startup time: No longer than 120 seconds
- Wireless: Integrated
- Keyboard: Integrated, but can be wireless
- Audio: Headphone jack with headphones/earbuds
- Microphone: Integrated
- Camera: Integrated
- Processor: 1.6 GHZ or faster 64-bit processor
- Memory: 4 GB RAM or higher
- Disk Space: 16gb GB or higher
- Screen Size: 10 inches or larger
- Monitor Resolution: 1024 x 768

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences 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).

Incomplete 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 compliance with the attendance policy.
2. The student must have 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

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Course Syllabus

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

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 Withdrawals (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 520-383-0033 for additional information and assistance.

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.

Course Syllabus

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.

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Course Policies:

- 1) Students are expected to attend each class., arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Late work is marked down 2 points for each day of tardiness.
- 9) Failure to submit a project results in a grade of zero (0). An F is a better grade!

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Course Syllabus

- 10) No work accepted after the last class
- 11) Students are expected to attend each class., arriving on time, except in the case of an excused emergency.
- 12) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 13) Unexcused late arrivals or early departures will count against attendance record.
- 14) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 15) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 16) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 17) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 18) Late work is marked down 10 points for each day of tardiness.
- 19) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 20) No work accepted after the last class

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. Laboratories cannot be made up except in the case of college closure. 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

Course Syllabus

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 Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. E-mail and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.