EDUC 2120 Introduction to Special Education
Nashville State Community College
Course Syllabus

Instructor: [Name]
Office: [Address]
Office Phone: [Phone]
Fax: [Fax]
E-mail: [Email]

Credit Hours: 3 Lecture Hours

Format:
Course is offered in traditional classroom-based face-to-face format and in hybrid format (face-to-face and online combined). Day and night classes are available. This course is offered at the following campuses: Main Campus-Nashville, Southeast Campus, Clarksville Campus, Dickson-Renaissance Center and Humphreys Co Campus.

Description:
A study of the characteristics and needs of children with special needs and/or disabilities with an emphasis on legislation, programs, services and best practices in the educational setting. Pre-requisite: Completion of all Learning Support competencies in reading and writing.

Required Text:

Disclaimer: Textbooks frequently change editions, so please be sure to check with the school bookstore to verify the current ISBN of the textbook before purchasing the textbook.

Supplementary Texts:
Strongly recommend USB data storage device (thumb drive)

Contacts:

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<tr>
<th>Campus</th>
<th>Coordinator</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Main Campus EDUC Coordinator</td>
<td>Kelley McLauchlan</td>
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<td>615-353-3359</td>
<td><a href="mailto:Kelley.McLauchlan@nscc.edu">Kelley.McLauchlan@nscc.edu</a></td>
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<td>Southeast Campus EDUC Coordinator</td>
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<tr>
<td>Clarksville Campus EDUC Coordinator</td>
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<td>615-353-3359</td>
<td><a href="mailto:Kelley.McLauchlan@nscc.edu">Kelley.McLauchlan@nscc.edu</a></td>
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<tr>
<td>Humphreys Co Campus EDUC Coordinator</td>
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<td>931-296-1739 xt. 303</td>
<td><a href="mailto:Jennie.Stribling@nscc.edu">Jennie.Stribling@nscc.edu</a></td>
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<tr>
<td>Dickson-Renaissance Center Coordinator</td>
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<td></td>
<td>615-740-5998</td>
<td><a href="mailto:Leslie.Lewis@nscc.edu">Leslie.Lewis@nscc.edu</a></td>
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Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Recognize the historical foundations of special education and how it has impacted the field.
2. Analyze the laws and legislation with regards to exceptionalities, basic terms and concepts of special needs including confidentiality, appropriate assessment, documentation, service delivery, and ethical conduct.

3. Identify the causes, categories, characteristics of exceptionalities addressed in special education.

4. Explore accommodations and modifications for all exceptionalities, including assistive technology.

5. Utilize appropriate academic language in exceptional education, including RTI2, due process, LRE (principles of), IEP, IFSP, etc.

6. Define the importance of the process of working effectively with a multi-disciplinary team to coordinate appropriate related services.

7. Demonstrate understanding of teaching strategies to meet the needs of all students.

8. Evaluate the role diversity plays in the education of exceptional learners.

Tennessee Department of Education, Professional Education Standards for Special Education:
The following standards are addressed in this course:

**Standard 1: Discipline Taught and Foundations of Special Education**
C. Demonstrate an understanding of the implications of disability legislation and special education policies and procedures.

**Standard 2: Student Learning and Development**
Understand that all individuals have universal and unique patterns of learning and development that vary individually in cognitive, social, and emotional and physical areas…

Recognize that students with disabilities have greater individual variation than students without disabilities…

Use this knowledge to optimize learning opportunities for each student…

2.1 Have knowledge of the characteristics of a wide array of disabilities and the ways that students’ abilities and disabilities impact learning and development.

**Standard 3: Diverse Learners**
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**Standard 6: Communication**
A. Understand effective verbal and non-verbal and media communication techniques and use them to support all student learning.

C. Understand how cultural and gender differences can affect communication in the classroom

**Standard 9: Reflective Practitioner**
Evaluate the effects of their choices and actions on others …and actively seek out opportunities to grow professionally

**Standard 11: Technology**
A. Apply computers and related technologies to support instruction in appropriate grade level and subject areas.

Revised March 3, 2017
1. Integrate instructional technology into the classroom to facilitate interdisciplinary teaching and learning, supplement instructional strategies, design instructional materials and enhance hands-on experiences and problem solving.

B. 3. Use computer-based tools to create presentations.

**IDEA Course Evaluation Objectives:**
These objectives will be evaluated through student feedback on Course Evaluations.

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **Objective 3:** Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- **Objective 5:** Acquiring skills in working with others as a member of a team
- **Objective 11:** Learning to analyze and critically evaluate ideas, arguments and points of view

**Major Content Areas:**
1. Understanding Special Education
2. The Personnel and Procedures of Special Education
3. Multicultural Perspectives
4. Collaboration in Special Education
5. Students with Specific Learning Disabilities
6. Students with Attention Deficit–Hyperactivity Disorder
7. Students with Emotional and Behavior Disorders
8. Students with Intellectual and Developmental Disabilities
9. Students with Speech and Language Disorders
10. Students with Autism Spectrum Disorder
11. Students with Deafness and Hearing Loss
12. Students with Visual Impairments
13. Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments
14. Students with Severe and Multiple Disabilities
15. Students Who Are Gifted and Talented

**Assessment:**
Student learning will be assessed through the following:

1. **Homework and in-class activities:** as assigned by the instructor.
2. **Field work experiences with children:** The student will participate in a minimum of 8 hours of various field experiences relating to children with disabilities as assigned by the instructor.
3. **Journal** reflecting on content of learning about Special Education as well as reflecting personal growth and understanding of exceptional children for each topic or chapter.
4. **Lesson Plan for** child with disability, include adaptations from main curriculum, communications with parents and with other professionals serving this child.
5. **Presentations/research on a specific disability** as assigned by the instructor. These presentations will include explanation of the disability, research on the disability, adaptations for the disability, children’s literature related to this disability.
6. **Intervention notebook** resources for teachers to support working with exceptional children.
7. **Students will demonstrate use of technology** by using power point in presentations.
8. **Quizzes, Mid-term and Final Exam**

**Grading Criteria:**

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<th>Points</th>
<th>Description</th>
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<tr>
<td>150 pts</td>
<td>Journal</td>
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<tr>
<td>150 pts</td>
<td>Quizzes</td>
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<tr>
<td>100 pts</td>
<td>Project Based Learning</td>
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<tr>
<td>100 pts</td>
<td>Intervention Notebook</td>
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<tr>
<td>150 pts</td>
<td>Fieldwork Assignments</td>
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<tr>
<td>100 pts</td>
<td>Mini-Projects</td>
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<tr>
<td>100 pts</td>
<td>Mid Term</td>
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<td>100 pts</td>
<td>Final exam</td>
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<tr>
<td>50 pts</td>
<td>Class Participation/Attendance/Timecard</td>
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**Grading Scale:**

Grades reflect student progress in course content. Grading scale is as follows:

<table>
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<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
<th>Rating</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>900-1000 pts</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>80-89%</td>
<td>800-899 pts</td>
<td>B</td>
<td>Excellent</td>
</tr>
<tr>
<td>70-79%</td>
<td>700-799 pts</td>
<td>C</td>
<td>Average</td>
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<tr>
<td>60-69%</td>
<td>600-699 pts</td>
<td>D</td>
<td>Passing, but below average</td>
</tr>
<tr>
<td>0-59%</td>
<td>0-599 pts</td>
<td>F</td>
<td>Failure</td>
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**NOTE:** All EDUC majors are required to receive a C or above in all EDUC classes.

**Methods of Instruction:**

May include but not limited to lectures, discussions, presentation, cooperative learning activities, and electronic activities.

**Field Experiences:**

8 Hours - minimum

1. An interview will be conducted with a special education teacher
2. An interview will be conducted with a parent of a child who has a disability
3. Classroom observations of at least four different school settings representative of a special education environment within pre-k to 12th grade.

Field experience **must** be completed in order to pass the class.
CLASS POLICIES

These are course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The EDUC faculty wants you to do well!

Class Procedures:
The face-to-face class will be a mixture of lecture, discussion, in-class activities and class participation. Hybrid classes are combinations of the traditional class format and online learning. The instructor will make every effort to work with students, but each student is expected to read assignments before class, pay attention, participate in class, put effort into assignments, and submit assignments in a timely manner.

Attendance/Participation Policy:
1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. Absences Allowed:
   Regular Fall & Spring Semester: No more than 3 absences.
4. Tardies: Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. For the online portion of the course, turning work in late or failure to fully participate in discussions is also considered a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
5. Any student who has more than allowed absences above will receive a grade of “FA” for the term. An FA computes the same as an F in your grade point average.
6. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
7. In-class assignments and quizzes cannot be made up.
8. The instructor’s grade book serves as the official record for grades and attendance.

Student Conduct
Nashville State has a zero tolerance policy for disruptive conduct in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Assignments, Instructions, and Grading Rubrics
For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete
the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Assignment Format
All assignments are to be typed (using 12 pt. font), double-spaced with a 1 inch margin unless otherwise instructed. Assignments of more than one page should be handed in stapled in the upper left corner. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor. Any assignment turned in that is not typed or is unreadable with numerous grammatical and/or spelling errors may be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points (see policy for assignments not turned in on the assigned due date).

Cheating and Plagiarism
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. The work you submit must be written in your own words. This means if you use words directly from a textbook, the internet, or another source for information to complete an assignment or exam, you must cite the source. Students guilty of academic dishonesty, either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or "zero" for the exercise or examination or to assign an "F" for the course.

Late Assignments
Points will be deducted for assignments turned in late. Any assignment is late if not turned in during the class period in which it was due. Any assignment submitted after the instructor takes up the assignments will be treated as late work. Ten percent (10% of the total points for the assignment) will be deducted for an assignment not turned in on the due date. An additional 10% will be deducted for the second week the assignment is late. No assignments will be accepted more than two weeks late, and no assignments will be accepted beyond the last class meeting. It is the student’s responsibility to make sure the instructor gets the assignment if it is turned in late.

Exams
Exam dates are listed on the course outline. You are expected to take the exam on the exam date and to be on time for the exam. If you cannot be in attendance on the exam day, you must make arrangements with the instructor to take the exam at an alternate time in the Testing Center prior to the test date. Any student who arrives more than 10 minutes after the exam has started will not be allowed to take the exam in class, and it is up to the instructor whether a make-up exam will be permitted. 10% of possible points will be deducted from any exam taken in the Testing Center if arrangements were not made prior to original test date.

Questions about Graded Assignments and Appointments for Assistance
If you would like to discuss a grade on an assignment or exam, see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades.
You are encouraged to make an appointment with your instructor to discuss any questions or concerns in depth.

**Grading Policy for Early Childhood and Education Majors**
A grade of C or above must be earned in all early childhood and education courses prior to graduation. The student majoring in any ECED or EDUC program must receive a “C” or above in this class in order to meet prerequisite requirements for subsequent classes.

**Early Warning Alerts**
Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

**College Resources for Support**
The college provides several resources to support the academic success of students. The Learning Center, located inside the Library, offers students free, drop-in academic assistance with courses in which they are currently enrolled at the college. Services include access to computers for research, email, tutorials in course content, and software applications used in classes. In addition, tutors are available to help in many subjects, especially mathematics and writing. Free online tutoring for other subjects is also available to students through Smarthinking. The John E. Mayfield Library facilitates learning and research for Nashville State students, staff, and faculty. For more information, visit the college website at www.nscc.edu.

**NS Online and Course Shell**
All courses, face-to-face, hybrid and totally online, have an online course shell that contains important information (syllabus and additional resources) about your course. It is highly important that you become familiar with the online course shell and use it as a resource to support your learning. [This shell is where your instructor will post information in case of class cancellation.—See “Class Cancellations” below.]

To access your course through NS Online, first go to the NSCC homepage (http://www.nscc.edu), then click on “Connect” and scroll down to MyNSCC. Enter your A number and your login to gain access to MyNSCC. You will then click on “NS Online Courses” on the upper right-hand side of the page. Click on the course title under the listing of all your courses and you will be at the home page for your course. Or you may go directly to the NS Online login: https://elearn.nscc.edu/ to gain access to your course.

**Class Cancellations – NS Online Assignment**
When a class is cancelled due to inclement weather or other unusual circumstances, the instructor will post an assignment on NS Online to be completed before the next class meeting. If you have trouble accessing the internet, notify the instructor through a phone message requesting an alternate assignment.

**Fieldwork and Experiences with Children**
Learning about education and students requires you go into the “real” world of education—to the classroom. You will observe classrooms and teachers and some assignments will require you to interact with students and teachers. You are to be professional at all times and to follow school and classroom procedures. When working with children, make sure to have parent/guardian permission.

Revised March 3, 2017
Photographs for Assignments
Some assignments may require you to take photographs of your work or project as part of the assignment instructions. You will need access to a camera of some type in order to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

Accommodations
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

Cellular Telephone/Pager Policy
The use of cellular telephones and pagers in the classroom is prohibited at Nashville State Community College.

Children in Class
It is the policy of Nashville State Community College that students may not bring children into instructional settings such as classrooms, labs, or the Learning Center.

Breaks/Food in Class
The classroom is not an appropriate place or time to eat meals. Please plan on eating before class or during break times.

It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

NOTE:
This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.