

**Nashville State Community College  
Social and Behavioral Sciences  
Education Department**

**EDUC 2120-N01 Intro to Special Education**

**Course Information:**

**Course Title:** EDUC 2120-N01 Intro to Special Education

**Credits 3: Class Hours 3 Lecture Hours**

**Class Meeting Times: T / Th 9:35 – 11:00**

**Class Location: Room S104**

**Course 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. Prerequisite(s): Level 2 placement in English and Reading and EDUC 2010.

**Instructor Information:**

**Name:** Kurstin Bush

**Email:** [Kurstin.bush@nsc.edu](mailto:Kurstin.bush@nsc.edu)

**Office Phone:** 615-353-3359

**Office Location:** Main Campus- D-24

**Office Hours:** See Desire2Learn (D2L) section labeled “office hours”

**Contacts:**

**Main Campus EDUC Coordinator:** Kurstin Bush

**Phone:** 615-353-3359

**E-mail:** [Kurstin.bush@nsc.edu](mailto:Kurstin.bush@nsc.edu)

**Southeast Campus EDUC Coordinator:** Kurstin Bush

**Phone:** 615-353-3359

**E-mail:** [Kurstin.bush@nsc.edu](mailto:Kurstin.bush@nsc.edu)

**Clarksville Campus: EDUC Coordinator:** Carol Hines Sec.

**Phone:** 931-472-3464

**E-mail:** [Carol.Hines@nsc.edu](mailto:Carol.Hines@nsc.edu)

**Humphreys Co Campus: Jennie Stribling, Director**

**Phone:** 931-296-1739 ext. 303

**E-mail:** [Jennie.Stribling@nsc.edu](mailto:Jennie.Stribling@nsc.edu)

**Dickson-Renaissance Center: Leslie Lewis, Campus Coordinator**

**Phone:** 615-740-5998

**E-mail:** [Leslie.Lewis@nsc.edu](mailto:Leslie.Lewis@nsc.edu)

**Textbook & Other Materials:**

Special Education: Contemporary Perspectives for School Professionals, 5th Edition Friend ©2018 | ISBN-13: 9780134486802

***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.***

**Course Outcomes:**

Upon successful completion of this course, students should be able to:

- Recognize the historical foundations of special education and how it has impacted the field.
- 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.
- Identify the causes, categories, characteristics of exceptionalities addressed in special education.
- Explore accommodations and modifications for all exceptionalities, including assistive technology.

- Utilize appropriate academic language in exceptional education, including RTI2, due process, LRE (principles of), IEP, IFSP, etc.
- Define the importance of the process of working effectively with a multi-disciplinary team to coordinate appropriate related services.
- Demonstrate understanding of teaching strategies to meet the needs of all students.
- Evaluate the role diversity plays in the education of exceptional learners.

### **Course Competencies:**

#### **Tennessee Department of Education, Professional Education Matrix Standards:**

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.

### **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

## **Topics to Be Covered- Course schedule will have corresponding dates**

### **Major Topics**

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

### **Course Assessments:**

The following performance assessments will be used to demonstrate students' understanding, knowledge, and skills:

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. Modules focused on the RTI process
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 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.

### **Grading Scale:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below
- FA (see below)
- FN (see below)

According to NSCC policy, an FA is awarded to students who do not officially withdraw from a course and do not attend after the cut-off date provided in the academic calendar. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” Students who stop attending on or before this date receive an FA; students who stop attending after this date receive an F. An FN is awarded to students who never attended class.

### **Specific Course Requirements:**

Field Experiences:

Field Experiences:

**8 Hours (minimum)**

The student must have engaged in a minimum of **8 hours** of observational field experiences in classrooms to meet this requirement. **Completion of the fieldwork and observations are a required to pass this course.**

### **Attendance Policy**

A student is expected to attend all scheduled classes and laboratories. Absences in a course may affect a student’s final grade. The student is responsible for all assigned work in the course regardless of excused or unexcused absences.

Tardiness may also affect a student’s final grade.

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:**

**Fall & Spring Semester- class that meets twice a week: No more than 5 absences**

**Fall & Spring Semester- class that meets once a week: No more than 3 absences**

**Note:** In hybrid classes, missing the face-to-face class is considered an absence, but failure to

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.

FA: According to NSCC policy, if a student fails a course, but has not officially withdrawn from the course, and her/his last date of attendance is before the last date to withdraw, the student will receive a grade of FA (i.e., “Failure for Attendance Reasons”).

4. 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.
5. In-class assignments and quizzes cannot be made up.
6. The instructor’s grade book serves as the official record for grades and attendance.

### **Late Work Policy & Make-up Procedures for Missed Assignments and Work:**

Points will be deducted for assignments turned in late. Any assignment is late if not turned in by the due listed on the course schedule. Any assignment submitted to the D2L drop box, or after the instructor collects the assignments (if applicable) 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 receives 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.

### **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 10, 11 or 12 pt. font), double-spaced with a 1 inch margin unless otherwise instructed.
- 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).
- Assignments of more than one page should be handed in stapled in the upper left corner
- See your instructor if you have questions.

### **Technology Statement**

Nashville State's classes are considered to be web-enhanced. Faculty have an expectation that students will use a computer and the Internet to complete assignments, engage in online discussions, and access various course materials through Desire2Learn (D2L) learning management system course shells. Computers are available for student use at each campus during campus open hours.

### **D2L/NSOnline and myNSCC Email**

It is the student's responsibility to check each of your D2L/NS Online course shells 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.

### **ADA Compliance Statement**

Nashville State complies with the Americans with Disabilities Act. If you wish to request any special accommodations for any courses in which you are enrolled, contact the Access Center at 615.353.3741 or 615.353.3721, or e-mail [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

### **Classroom Misconduct**

Nashville State Community College has a zero-tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary sanctions. The Nashville State Student Code of Conduct

policy is available at [https://s3.amazonaws.com/nsc.edu/PDFs/dean-students/Student\\_Code\\_of\\_Conduct\\_Policy.pdf](https://s3.amazonaws.com/nsc.edu/PDFs/dean-students/Student_Code_of_Conduct_Policy.pdf). Please be aware that children are not allowed in class or to be left unattended on campus.

### **Academic Misconduct**

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. Students are responsible for understanding and abiding by the Academic Misconduct Policy in the Nashville State Student Code of Conduct that can be found at [https://s3.amazonaws.com/nsc.edu/PDFs/dean-students/Student\\_Code\\_of\\_Conduct\\_Policy.pdf](https://s3.amazonaws.com/nsc.edu/PDFs/dean-students/Student_Code_of_Conduct_Policy.pdf).

In addition to other possible disciplinary sanctions that may be imposed through regular college procedures as a result of academic dishonesty the instructor has the authority to assign an "F" or a "Zero" for the exercise, paper, or examination or to assign an "F" for the course. Students may appeal through the appropriate college grade appeal procedures.

### **Academic Early Warning System**

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.

### **RAVE Emergency Alert System**

Emergency events can happen at any time and Nashville State Community College wants to be able to notify students if and when they occur. For this reason, all students have been enrolled in the free RAVE alert system. If you have not already done so, please log in at <https://getrave.com/login/nsc> to confirm and update your contact information and notification preferences. It is critical that your information be correct so that you will receive any emergency notifications. Your RAVE Username is your NSCC email address. If you've never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you. Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

### **Inclement Weather & Campus Closings**

Nashville State will use the RAVE alert system to send a text message to students, staff, and faculty about adjusted hours of operation and/or closings at individual campuses. All students should check the Nashville State web site home page at [www.nsc.edu](http://www.nsc.edu) for announcements on campus closures, which may vary from campus to campus. Campus closures will also be announced on local television stations. Students should use their own best judgment in determining whether to report to campus during inclement weather when classes are not cancelled.

Even when campuses are closed, students are still responsible for completing all assigned work. When classes are cancelled, faculty will post online assignments and any additional instructions in the D2L/NS Online course shell. Check D2L/NS Online for a message from your instructor regarding your online assignment requirements. Faculty have discretion over adjusting deadlines or due date for assignments, but students are responsible for completing all assigned work by the due date established by the instructor.

### **Class Cancellation Policy**

If the class is cancelled, the instructor will notify all students by posting in the D2L/NS Online course, e-mailing through D2L/NS Online, and/or by posting a sign on the classroom door. In the event of class cancellation, students must access D2L/NS Online to complete classwork and the assignment that will be posted in the course D2L site.

### **Per the Student Policy Handbook**

#### **Cell Phone/Pager Policy**

**The use of cellular telephones, pagers, and electronic devices in the classroom is prohibited at Nashville State.** The faculty has determined that these wireless communication systems disrupt the academic process. Students who are required to carry pagers and/or have cell phones for employment and/or family responsibilities must inform the

instructor at the beginning of the semester concerning the necessity for pager/cell phones. The instructor and student will discuss the need(s) for the pager/cell phone and a decision will be made by the instructor concerning the use of the pager/cell phone. In cases where pagers/cell phones are required and allowed by the instructor, the pager/cell phone must not disrupt the classroom.

Students who violate the terms of agreement on the use of pagers/cell phones will forfeit the use of the privilege. Students will be responsible for any work that is missed. Students will not be excused to make telephone calls during examination periods. In all cases relating to the use of electronic devices in the classrooms, the instructor will determine appropriate behavior.

**HONORS OPTION:**

If you wish to take this course for honors credit, you must be enrolled in the Honors College and complete an Honors Contract. It is your responsibility to inform your instructor within the first four weeks of the semester that you want to complete an Honors Contract for this course.