



EDUC 2120 Introduction to Special Education

Course Information

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. Field experiences are required.

3 Credit Hour(s)

Course Outcomes

Upon successful completion of this course, students will 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. 6. Define the importance of the process of working effectively with a multi-disciplinary team to coordinate appropriate related services.
- Define the importance of the process of working effectively with a multi-disciplinary team to coordinate appropriate related services. (INTASC Standard #10)
- Demonstrate an understanding of teaching strategies to meet the needs of all students.
- Evaluate the role diversity plays in the education of exceptional learners.

Prerequisites and Co-requisites

Prerequisite(s): Satisfactory ACT or placement test scores.

Corequisite(s): None

Course Topics

- Special Education in Context: People, Concepts and Perspectives
- Policies, Practices and Programs
- Culture and Linguistic Diversity and Exceptionality
- Parents, Families and Exceptionality
- Assistive Technology
- Individuals with Intellectual Disability
- Individuals with Learning Disabilities

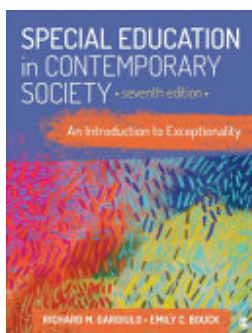
- Individuals with Attention Deficit Hyperactivity Disorder
- Individuals with Autism Spectrum Disorders
- Individuals with Speech and Language Impairments
- Individuals with Hearing Impairments
- Individuals with Visual Impairments
- Individuals Who Are Gifted and Talented

Faculty Information

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks (Virtual Bookstore Materials to Purchase)

Please visit the [Virtual Bookstore](#) to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "*Textbooks & Course Materials.*" Select your Program, Term, Department, and Course; then select "*Submit.*"



Title: Special Education in Contemporary Society

Edition #: 7th

Author(s): Richard M. Gargiulo, Emily C. Bouck

Publisher: Sage Publications, Incorporated

Year: 2020-01-24

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ISBN-13: 9781544373652

Other Course Materials

None

TN eCampus Hardware and Software Requirements

Review the [minimum hardware and software requirements](#).

Common applications you might need:

- To read a PDF file download the latest version of [Adobe Reader](#)
- Don't have Microsoft Office? Explore an alternative [OpenOffice](#)

Additional Hardware and Software Requirements for Course

None

Student Resources

- TN eCampus information and tutorials for students ([TN eCampus Knowledge Books for Students](#)).
- TN eCampus information on how to be a [Successful Online Learner](#).
- Technical support information can be found at the [TN eCampus Help Desk](#).
- Find guides for writing and research citation formats at Purdue [OWL Online Writing Lab](#) (for APA, MLA, or Chicago style).
- Virtual tutoring is available **FREE** of charge. To access virtual tutoring, visit the course homepage, and select *Virtual Tutoring* under *Course Resources*.
- The [Student Liaison](#) at your campus can provide guidance and assistance for degree program and course offering information, course registration, grade appeals, or concerns you might have about your instructor or classmates.
- Access the [Academic Calendar](#) for the TN eCampus term schedule. Note: TN eCampus term dates may vary from those of your home institution.

Course Policies

Participation, Assessments, & Grading

Grading Procedures

Letter grades for this course will be assigned based on the following scale.

Assigned Grade

Point Range	Assigned Grade
1134 - 1260 Points	A
1008 - 1133 Points	B
882 - 1007 Points	C
756 - 881 Points	D
under 755 Points	F

Graded Items

Description	Points
2 Surveys @ 10 points each	20 points
Completion of Getting Started Module, @ 20 points	20 Points
10 of Discussions, @ 10 points each	100 Points
2 of Journal Reflections, @ 50 points each	100 Points
8 Module Assignments, @ 20 points each	160 Points
4 of IRIS Module RTI Assignments, @ 40 points each	160 Points
5 of Field Work Assignments, @ 50 points each	250 Points
Fieldwork Time Card, @ 10 points	10 Points
1 Culture Paper, @ 40 points	40 Points
Project: PBL (Problem Based Learning)	100 Points
10 of Quizzes, @ 10 points each	100 Points
2 of Midterm and Final Exams, @ 100 points each	200 Points
Total Course Points	Total Points 1,260

Proctoring

This course does not require proctoring for exams.

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Letter grades for this course will be assigned based on the following scale.

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Point Range	Assigned Grade
1107 - 1230 Points	A
984 - 1106 Points	B
861 - 983 Points	C
738 - 860 Points	D
under 738 Points	F

Graded Items

Description	Points
Completion of Getting Started Module, @ 20 points	20 Subtotal Points
10 of Discussions, @ 10 points each	100 Subtotal Points
3 of Journal Reflections, @ 50 points each	150 Subtotal Points
10 Module Assignments, @ 20 points each	200 Subtotal Points
4 of IRIS Module RTI Assignments, @ 40 points each	160 Subtotal Points
5 of Field Work Assignments, @ 50 points each	250 Subtotal Points
1 Culture Paper, @ 40 points	40 Subtotal Points
EDUC Time Card, @ 10 points	10 Subtotal Points
10 of Quizzes, @ 10 points each	100 Subtotal Points
2 of Midterm and Final Exams, @ 100 points each	200 Subtotal Points
Total Course Points	Total Points 1230

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## - ## Points	C
## - ## Points	D
## - ## Points	F

Graded Items

Description	Points
# of Discussions, @# points each	Subtotal Points
# of Assignments, @# points each	Subtotal Points
# of Papers, @# points each	Subtotal Points
# of Exams, @# points each	Subtotal Points
Total Course Points	Total Points

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Assessments and Projects

Assignments and Projects

All assignments have detailed instructions and grading rubrics provided in the D2L course content. APA style parameters are expected on submissions (see resources provided in the course if needed).

Surveys

These two surveys ask you to reflect on the feedback you are receiving from the instructor and on the various study strategies you may be using to complete this course. Reflecting on your progress, strengths and areas for improvement are a crucial part of the learning process.

Discussions

These written responses are to be submitted on a weekly basis and have three parts. Part 1 consists of reflection questions related to the chapter topic. Part 2 asks you to choose one of three questions to

consider related to your personal experience of the course, such as feedback received or progress towards goals. Part 3 requires you to pose a question to your classmates to further the discussion. Replies to at least two other students is also expected.

Module Assignments

These written application assignments ask you to consider specific reflection questions related to the main ideas presented in the module. This includes for example, a reflection on how culture affects our attitudes.

IRIS Modules

The content and assessment of these modules is provided through Vanderbilt's IRIS Center. These are multimedia courses on specific themes. These modules are to be completed in addition to chapter readings when assigned.

PBL Project

This semester long project will be based on a hypothetical student with a specific disability. Appropriate interventions will be researched and applied to specific scenarios provided to demonstrate that the teacher candidate understands appropriate, evidence-based interventions for special education students.

Journal Reflections

The journal should be at approximately 3 pages that discuss what the student has learned from the textbook, discussions, and other course materials as well as a discussion of how the information being learned will assist as a teacher. The first page should be a general summary of the content of the textbook. The second page should be a more in-depth discussion of a specific area or areas that the student found interesting or stimulating. The final page draws conclusions as to how the information from the text or discussions will help the student to be a teacher.

Quizzes & Exams

Chapter quizzes will be taken each week based on the reading. A midterm and final exam will also be taken.

Field Experiences

8 hours (minimum)

The student must have engaged in a minimum of 8 hours of observational field experiences in classrooms and /or with children or parents of children with special needs in order to meet this requirement. Completion of ALL components of the fieldwork is required to pass this course.

1. An interview will be conducted with a parent of a child who has a disability.
2. An interview will be conducted with a special education teacher.
3. An observation of a regular, elementary school classroom that includes children with disabilities (inclusion classroom) will be conducted.
4. Observation of special education (Resource) classroom will be conducted.
5. An observation of a regular, middle, or high school (inclusion) classroom that includes children with disabilities will be conducted.

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. Please use **APA style headings** on all assignments.
- 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 into the instructor.
- Any assignment turned in that contains 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).
- See your instructor if you have questions.

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*DUE TO COVID-19: These assignments may be revised to provide an alternative format for completing these requirements.

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Assessments and Projects

Assessments in this course include:

- Assignment – description
- Assignment – description
- Assignment – description

Class Participation

Students must participate in all interactive aspects of the course. Students are expected to log into the course at least 3 times each week. Students must communicate with other students through email, are expected to communicate with the instructor as a learning resource, must check the course

bulletin board frequently for announcements, and must actively participate in threaded discussion events.

Late Policy

Each course module has specific elements that need to be accomplished, generally during a week's time frame. Each module builds on the materials in the previous weeks. Therefore, students should work on the material in the order given in the schedule of assignments. With the exception of the tests, there are no specific days or times that a student must participate. Students can work on this course at a time of day best suited to their needs.

Due dates and times are indicated on the Calendar. To receive full credit, assignments must be handed in on time. Points will be deducted for assignments turned in late. **Ten percent (10% of the total points for the assignment) will be deducted for late work. Late assignments will be accepted up to one week (7 days) after the due date. To receive credit beyond 7 days, you will need to be granted special permission and a deduction of 20% of the total points will be applied.** No assignments will be accepted beyond the last day of class. It is the student's responsibility to make sure the instructor gets the assignment if it is turned in late. **EXAMS, Quizzes, and Discussions CANNOT BE TAKEN LATE.**

Course Ground Rules

The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEM-WIDE STUDENT RULES CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

[Read the document in its entirety.](#)

1. Standards of Conduct:

Students are required to adhere to the same professional, legal, and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending an e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments, and actions.

2. [Review the TN eCampus Academic Integrity/Academic Honesty Policy](#)

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam,
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

The use of any AI tool, such as ChatGPT, must be cited for any assignment where it has been used, and may not be used unless specifically allowed by the instructor.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

Other Course Rules:

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace
- Keep abreast of course announcements
- Use the assigned course management (Brightspace) e-mail address rather than a personal e-mail address
- Address technical problems immediately: [Contact Technical Support](#)
- Observe course netiquette at all times
- Access the [Academic Calendar](#) for the TN eCampus term schedule

Guidelines for Communications

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, HTML, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

Discussions:

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks. Be positive and constructive in discussions.
- Respond to discussion topics or questions in a thoughtful, helpful, timely, and thorough manner.

Library

The [Tennessee Virtual Library](#) is available to all students enrolled in the TN eCampus Program. Links to library materials (such as electronic journals, databases, inter-library loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will be included within the course modules. To access the virtual library, go to the course homepage, and select the Virtual Library link under Course Resources.

Information on accessing the TN eCampus Virtual Library can be found at <https://tncampus.info/library>.

Students with Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home

institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor. In most cases, eligible students will be given an accommodations letter and should provide their instructor with a copy of it.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) in a course announcement.