

UTTC Teacher Education

Syllabus

EDU 205 Introduction to Exceptional Education

Course Information

Year / Term: Spring 2017

Class Location / Room: ED B03

Days / Time: 9:00 - 9:50 MWF

Instructor Information

Instructor: Lezlie Mc Elwee

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E-Mail: lmcElwee@uttc.edu

Required Textbook:

Smith, D. And Tyler, N. (2014). *Introduction to contemporary special education*. Upper Saddle River, NJ:

Pearson

Course Description: Trends and issues concerning exceptional education will be explored and discussed. This course presents an overview of learners with exceptional needs. Emphasis will be on characteristics of various exceptionalities, current issues, and basic principles of the Individuals with Disabilities Act (IDEA). Consideration of cultural diversity, particularly Native American, and special needs will be emphasized in the course content.

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

Student Learning Outcomes:

| Candidates will demonstrate the following knowledge and skills: | Assessment |
|---|----------------------|
| 1. The learner will identify various exceptionalities and their characteristics. | Quizzes and Projects |
| 2. The learner will state the principals of the Individuals with Disabilities Education Act. | Quizzes and Projects |
| 3. The learner will name the components of an Individual Education Plan (IEP). | Quizzes and Projects |
| 4. The learner will evaluate the legal, moral, and ethical issues of educating children with special needs. | Quizzes and Projects |
| 5. The learner will create instructional modifications for various exceptionalities. | Quizzes and Projects |
| 6. The learner will apply the use of technology through web-based activities. | Quizzes and Projects |

STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2017)

| State Standard & Program Outcome | Assessment/Assignment | Required Artifacts for Portfolio |
|--|-----------------------------------|---|
| 50015.3 Instruction 3b. Adaptation to Diverse Students | Project 1-PowerPoint Presentation | PowerPoint Presentations presented in oral and written form which includes information from their colleagues and community resources. |
| 1. Program Outcome 5 - Reflective Practice : To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 6 and 9); and | Project 6-Self-Reflection Letter | Student's letter to the instructor regarding the course. |

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

POLICIES

Course Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit if it is accepted at all.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones (Edit for your own purposes)

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

| | | | |
|----------|----------------|----------------|----------------------|
| A | 90-100% | C | 70-79% |
| B | 80-89% | D | 60-69% |
| | | Failing | Below 60% |

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a possible breakdown of percentage points earned: Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

Writing is expected to be at the collegiate level. All assignments should be typed.

50% Projects and Assignments

30% Course Participation

20% Tests/Quizzes

Description of Assignments and Rubrics

Quizzes/Exams

Quizzes and exams will be conducted periodically throughout the semester. The majority will consist of short answer, multiple choice, and fill in the blank, and will cover material that we have discussed or read in class. Points will be deducted for tests taken later due to absence by the student. Points deducted will be at the discretion of the instructor.

Project 1 – Movie Review

Students will view and discuss a film related to exceptionality, focusing on the following:

The most noticeable message in the film as it relates to the exceptionality.

The images and roles of the individuals with disabilities in the film

Your overall impression or assessment-What did you think? How did it make you feel? What did you learn from the movie?

Project 2-Self Assessment

Submit to instructor reflection paper that states the student's philosophy towards teaching learners with exceptionalities, address ethics, and a summary of the student's prior personal experience with special needs children (Pre-K-12).

Project 3- Six Journal Summaries

Articles must deal with current educational issues regarding students who have exceptionalities. Use the article summary form provided. All articles have been selected for the journal summaries.

Project 4-Power Point Presentation:

Students will conduct an in-depth review of one area of exceptionality (choose one with which you are not familiar). The team or individual will choose an area, research that area, and develop a PowerPoint presentation, which will present the exceptionality, causes (genetic or environmental), medical treatments, sources of assistance available and where to find them, impact on families and child care programs as well as the child, and your opinions concerning the information you have gathered for the presentation.

Project 5-Internet Assignment

Students will find 5 professional web sites that are useful to you as a future educator. Find the website, describe the site, tell what is useful for, and give your personal opinion in regards to the site.

Project 6-Self-Reflection Statement

Write a letter to me describing what you have learned in this course and the usefulness of the course to your professional development.

Class Schedule-Tentative Outline

| Week | Date | Topic | Readings /Assignment | Field Experience (If Applicable) | Assignments Due |
|------|---------|---|---|----------------------------------|---|
| 1 | 1/9/17 | Course Overview Thinking About Exceptionalities Supporting All Learners | Chapters 1 What is inclusion?, Intro to Iris, Special Education Laws and History | NA | Iris Module-What do you see? Perceptions of Disability http://iris.peabody.vanderbilt.edu/module/da/cr_assess/#content |
| 2 | 1/16/17 | Planning and Services-Special Education Processes | Chapter 2 IRIS Activities Examples of IEPS Procedural Safeguards-State and BIA | NA | Iris Module- Chapter 2 |
| 3 | 1/23/17 | IEPS, IFSP's, Partnering with Families, and Introduction to Case Studies | Chapter 3-4 IRIS Activities Examples of IEPS Procedural Safeguards-State and BIA | NA | Iris Module- Chapter 3-4 |
| 4 | 1/30/17 | Speech/Language Impairments and Services | Chapter 5 Recommended Internet Sites Activity | NA | Articles/Quiz Self-Assessment and Article I |
| 5 | 2/06/17 | Learning Disabilities And RTI/Differentiated Instruction | Chapter 6 RTI Handouts Iris Activities | | RTI IRIS Module Differentiated Instruction-Lesson Plan |
| 6 | 2/13/17 | ADHD | Chapter 7 | NA | Websites and recommended videos Article II |
| 7 | 2/20/17 | Emotional or Behavioral Disorders | Chapter 8 | NA | DSM-V Case Study Encouraging Appropriate Behavior Article III Test |
| 8 | 2/27/26 | Intellectual Disabilities | Chapter 9 | NA | Handout-Intellectual Disabilities/Iris Activities |

| | | | | | |
|----|---------|----------------------------------|---------------------------|----|--|
| 9 | 3/06/17 | Physical and Health Disabilities | Chapter 10 | NA | IRIS-Book share and Related Services: Common Supports for Students with Disabilities Article IV |
| 10 | 3/20/17 | Hard of Hearing and Deafness | Chapter 11 | NA | Iris Module: Accommodating and Serving Students Article V |
| 11 | 3/27/17 | Low Vision and Blindness | Chapter 12 | NA | Iris Module: Accommodating and Serving Students with Visual Impairments Article VI Websites Test |
| 12 | 4/03/17 | Autism Spectrum Disorder | Chapter 13 | NA | IRIS Activities: Fidelity of Implementation/ Functional Behavioral Assessment/Addressing Disruptive and Noncompliant Behavior-Part 1/2 |
| 13 | 4/10/17 | Very Low Incidence Disabilities | Chapter 14 | NA | IRIS Activities- Accommodations and Testing Supports/Setting up Classrooms for Students |
| 14 | 4/17/17 | Gifted and Talented | Chapter 15 | NA | Self-Reflection Letter Test |
| 15 | 4/24/17 | PowerPoint Lab/ Final Review | Chapters Review | NA | No Assignment |
| 16 | 5/01/17 | Presentations and Course Summary | Power Point Presentations | NA | Power Point Presentations-Oral and Written Form |

SYLLABUS SIGNATURE PAGE

Course Title: Introduction to Exceptional Education

Course Number: EDU 205

Credit Hours: 3

Instructor: Lezlie Mc Elwee

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date